DOCUMENT RESUME

ED 244 539 HE 017 242

TITLE	Public Hearing on College Admissions and the Transition to Postsecondary Education (Chicago, Illinois, June 23, 1982).
INSTITUTION	National Commission on Excellence in Education (ED), Washington, DC.
PUB DATE	23 Jun 82
NOTE	293p.; For related documents, see ED 225 996, ED 227 096, and HE 017 237-244.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Academic Standards; Access to Education; Admission Criteria; Advanced Placement; *Articulation (Education); *College Admission; College Choice; College Entrance Examinations; *College Preparation; College School Cooperation; *Educational Quality; Hearings; Minority Groups; Postsecondary Education; *Secondary Education
IDENTIFIERS	*National Commission on Excellence in Education

ABSTRACT

Perspectives on admission to college and the articulation between secondary school and postsecondary education are addressed in a 1982 public hearing. It is noted that there are two patterns: flexible admissions and inflexible admissions practices. Inflexible admissions places the emphasis on admissions, rather than the desired intellectual development. Attention is directed to high school preparation and pros and cons concerning the advanced placement program. Additional topics include: college entrance requirements and procedures for improving upon admission standards; the impact of social, political, and economic influences on the type and quality of educational programs; the question of whether raising admissions standards influences high school and elementary school curricula, support services for students to help them choose the right school and the right major, confusion regarding college admissions requirements, open door admissions, admissions and articulation at Catholic schools, the role of standardized tests and recent research on testing conducted by the Educational Testing Service, Hispanic problems and the opportunity for higher education, and views of teacher associations concerning quality education in public schools. (SW)

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Transcript of Proceedings

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NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

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Public Hearing on College Admissions and the Transition to Postsecondary Education

- -

Roosevelt University
430 South Michigan
O'Malley Theater
Chicago, Illinois
June 23, 1982

The above-entitled matter came on for public hearing at 8:30 o'clock a.m.

APPEARANCES:

ANNE CAMPBELL, Commissioner

EMERAL A. CROSBY, Commissioner

NORMAN CHRISTOPHER FRANCIS, Commissioner

MILTON GOLDBERG, Commissioner

ROBERT V. HADERLEIN, Commissioner

GERARD HOLTON, Commissioner

JAY M. SOMMETT, Commissioner

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Opening remarks by Mr. Rolf A. Weil, President, Roosevelt University:

Members of the Commission, distinguished guests, on behalf of Roosevelt University, I would like to welcome you to Patrick O'Malley Theater, and I will take advantage of being at the microphone by just telling you for a very few short minutes a little bit about Roosevelt University and this beautiful building.

Roosevelt University made educational history when it was founded in 1945 on the principle of equal educational opportunity for those of ability regardless of race or creed, which was a very avant-garde concept. In fact, our faculty was the faculty of the former YMCA College in Chicago, which became defunct because the faculty, with one exception, resigned from that institution over the issue of equal opportunity.

And we are, of course, particularly happy that other academic institutions around the country followed the ideals of Roosevelt University, so that today, in that regard, thankfully, we are not unique anymore.

I would also like to say that

Roosevelt University, although not a very selective institution in terms of its input, is very selective in its output. And, indeed, we are very proud of the fact that, according to data of the National Academy of Sciences, Roosevelt University ranks in the top five percent of baccalaureate source institutions in the United States, and for a young institution, founded in 1945, we think that's quite an accomplishment.

You happen to be in a National Historic Landmark building, and I think you might be interested in knowing that this building was constructed over a three-year period in 1887 and 1889 by the architects Sullivan and Adler, who were the founders of the Chicago School of Architecture.

The chief draftsman on the job, who I might say did not have a college degree in order to do the work, was Frank Lloyd Wright. He was apprenticed to Sullivan.

The building had a very avant-garde concept. Initially it was to be a combination of hotel, opera house, and office building.

Even back in the late 19th century, there was recognition that opera houses weren't going to make money, and the theory was that the hotel and

the office building were going to finance the opera house. I hate to have to tell this, but the plans went wrong; the hotel went broke, the office building was soon surpassed by more modern ones; and, in fact, this building went dark in the late '30s, and reopened as a United States Servicemens' Center. And some of you -- although I guess no one here is old enough -- may have slept in this building when it was a U.S.O.

The building is a landmark for two different reasons. One, for the architectural reason. For example, it rests on floating foundations, criss-crossed railroad ties, and no steel frame, no caissons down to bedrock.

If a TNT bomb explodes down the block, other buildings will collapse, but this one will sway in the wind. I have warned our students not to test it.

(Laughter)

The building, of course, also is known for -- and if time permits for the Commission to take a tour, I will be glad to arrange for one later in the day -- we have a 4,000-seat opera house, which we have restored and which is now in operation, known as the Auditorium Theater.

We have restored the old dining room, now a library reading room. It's known for its

ornamental plaster work and gold stencil work.

The reason why it is a landmark is because two Presidents of the United States have been nominated in this building. The first was Theodore Roosevelt, by the Bull Moose Party in 1912, and the first one was Benjamin Harrison in 1888, before the building was completed. They put a temporary roof over the theater and Benjamin Harrison was nominated here.

We are named, however, not after Teddy Roosevelt, but Franklin D. Roosevelt, who died in April of '45, just a few months before we opened our doors.

So, with this tradition of quality and excellence at the university, I think it is most appropriate for the Commission on Excellence to meet here. We are fortunate, in Chicago, that the Commission and the Queen of Holland both arrive on a day when we ordered the right weather. So I wish the Commission success in their work, and we will do anything we can to make you comfortable.

Opening remarks by Mr. Harold Wright, Secretary's Regional Representative, Region V:

My name is Harold Wright. I am the Secretary's Regional Representative for the Department of Education, Region V.

I would like to extend to you a welcome on behalf of the staff of the Region, and hope that this is an excellent hearing for your project.

We are also happy that the weather has cooperated and given you one of the better days in Chicago. It would have been somewhat disastrous back in January, but your plan has worked out well.

We do want to assure you that if there is anything that we can do to make your stay more comfortable, please do not hesitate to call on us, and we will be pleased to help you.

Thank you very much for being in Chicago.

MR. GOLDBERG: Thank you very much to President Weil and to Harold Wright.

My name is Milton Goldberg, the Executive Director for the Commission and its staff, and I would like to thank our hosts and hope that many of you who have come to be with us today have the opportunity to spend as much time with us as

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possible, because we feel that these meetings are very, very useful.

The topic before us today is clearly one of national concern. More and more communities across the country are paying considerable attention to the issues that will be before the Commission today.

Briefly, let me say that the Commission has already had a series of hearings around the country on matters such as funds for education, teacher education, language and literacy. We are still holding hearings in the fall on education and work, and on the education of the gifted and talented.

So, today's hearing forms a kind of a center for hearings both before and after this one, that will be all equally important.

I would like to take a moment to introduce to you the members of the Commission who are present, and there will be one or two others coming in a little bit later on, and we will meet them at that time.

To my immediate right is our Chairman for the day, Gerard Holton, who is Professor of Physics and the history of science at Harvard University.

To his immediate right is Jay M. Sommett, who is a teacher of foreign languages at New Rochelle

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High School in New Rochelle, New York, and also was last year's -- and I don't know if his term is up yet -- National Teacher of the Year.

MR. SOMMETT: Ten more days.

MR. GOLDBERG: To his right, Emeral Crosby, a principal of Northern High School in Detroit, Michigan.

And to Emeral's right, Robert Haderlein, who is the immediate past president of the National School Board Association.

Later on this morning, we expect to see Norman Francis, who is the President of Xavier University, who will share with Gerard Holton the co-chairing responsibilities of this hearing.

And Anne Campbell will be coming in in a little while. She is the Commissioner of Education for the State of Nebraska. She is another Commission member that will be with us today.

Thank you, and we look forward to a very, very interesting hearing.

MR. HOLTON: Dr. Goldbert, ladies and gentlemen, I welcome you with great pleasure to this fourth public hearing of the National Commission on Excellence in Education.

The topic is "College Admissions and

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the Transition to Postsecondary Education," and I think we are off to a marvelous and appropriate start, because it's precisely the time that we were supposed to get started on this part of the program.

I was just thinking as the mikes went on how technology interacts with the actual doing of intellectual work, and it is great that at certain wonderful public appearances that, let us say, at the Gettysburg Address, nobody had to set up mikes ahead of time.

But now that we are here I can say that we are off to an excellent start in keeping our time, and this is partly, I'm sure, the planning of Dr. Antoine Garibaldi and Dr. Cliff Adelman, who are the real powers behind the scenes here, and whom, as staff coordinators, I must thank on behalf of the Commission.

Also, thanks to our hosts at Roosevelt University and the McArthur Foundation. Sincere thanks to all.

By way of background, I want you to know that the Commission was established last August for secondary education, in response to the widespread public conception perceived by the Secretary that equality of American education has been undergoing a

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severe decline in recent years.

The Commission is charged with issuing a final report to the American public and to the Secretary by March of next year. In his charge to us, the Secretary solicited the support of all who care about our future, as he put it, and called on us to help him fulfill what he called his responsibility to provide leadership, constructive criticism, and effective assistance to schools and universities.

Today's hearing on college admissions and the transition to postsecondary education is only one of many activities which the Commission has scheduled. In addition to this hearing, the list of such meetings includes the following topics: quality of education, and science, language, literacy, and foreign language instructions, teacher education, education and the student's life work, education for the gifted and talented students.

In parallel to such hearings, the Commission is organizing symposia and forums on specific topics, and also commissioning a number of papers related to educational quality.

It is also receiving a good deal of information and suggestions through the mail. Our hope is that all of this will be filtered, discussed

1/11

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in the Commission's own meetings, and finally, through some grand act of alchemy, crystalized in the form of recommendations in our final report.

Moreover, we hope that the process which I have described will, within the limits of time and human frailty, give us as broad an opportunity as possible for interested members of the educational community and the public to bring to our attention their views regarding problems and remedies.

The official charter of the Commission asks us to not only devote ourselves generally to the pursuit of excellence in education at all levels, but direct our attentions specifically to issues such as the following. And I am quoting, essentially, from the charter.

Assessing the quality of teaching and learning in our nation's public and private schools, colleges, and universities.

Comparing American schools and colleges with those of other advanced nations.

Study relationship between college admissions requirements and high school curricula and standards.

Identifying exceptionally effective

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educational programs, and searching for sources of their success.

And assessing the degree to which major social and educational changes in the last quarter century have affected the student's achievement.

This morning we are privileged to hear from a number of distinguished experts on major aspects of our topic. In order of appearance, our witnesses will be Mr. Clifford Sjogren, Ralph McGee, Alice Cox, George Stafford, Fred Hargadon, and Margaret MacVicar. I shall see that each of them is properly introduced as their turn comes.

Each of them has kindly agreed to prepare a paper, and in many cases has provided very extensive detail and discussion in these papers.

These papers and other supporting materials will have been precirculated to us, as Commissioners, to help formulate our questions. In line with procedures developed at previous hearings, we are keeping the proceedings quite informal. Each presentation will be a summary of the prepared text this morning, taking between 10 and 12 minutes. The full texts, of course, will be included in the written report of the hearing and will go to each of the Commissioners not present today.

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After each paper will be a very brief opportunity for each of the Commissioners to ask a clarifying question on the subject of the paper.

Following all the presentations, approximately one hour will be available for Commission questions and for discussion among this morning's panel.

After lunch, starting about 1:00, we shall hear from nine other scheduled witnesses. I shall give the list after we convene.

During the period from about 3:30 to 5:00, there will be an opportunity for members of the audience to be heard. And it will be useful if we heard brief testimony on specific tested examples or thought-out proposals for increasing educational excellence.

In order to plan effectively this late afternoon session, those interested in presenting such testimony should fill out an index card with their name, affiliation, and topic to be addressed. Index cards can be picked up at the entrance of the auditorium on my right.

Please turn in your index card to the person at the desk by 11 a.m. We will try to announce the order of testimony for this late afternoon

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session before we break for lunch.

In addition, and because only a limited number of individuals can be heard during such a meeting, we invite everyone, in testifying, to submit such testimony in writing to the Commission's office in Washington until about July 23rd.

And now to this morning's testimony, the importance of which is clearly reflected in the precirculated papers which I have seen.

I would like to ask everyone who speaks today to take an example from the Royal Institution procedure in London. When a speaker is asked to give a lecture at the Royal Institution, he is locked in for some time in a little room before he goes on or she goes on the stage. And in that little room there isn't much else except a crystal on a mantelpiece, and next to it a pickle jar of barnacles. And you are told to study these carefully and to be as clear as crystal and stick to your subject as tenaciously as a barnacle.

Let's start in this spirit.

Dr. Clifford Sjogren, would you please come and tell the audience, as I hope each of the testifiers will do, very briefly what you do, and then your ten or so minutes. There will be an electronic

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beeper which will remind you when the ten minutes are up. There is also a clock here.

PUBLIC STATEMENT
BY: CLIFFORD SJOGREN.

Thank you.

My name is Clifford Sjogren, Director of Admissions at the University of Michigan, and Immediate Past President of the American Association of College Registrars and Admissions Officers.

I will briefly summarize and supplement my written testimony. I shall go beyond the admissions field with my remarks, as I feel that we, in the office, in the field of admissions, have a unique perspective on this very important issue, and I would not want to confine my remarks simply to SAT scores and grade-point averages.

I will talk about the real, and sprinkle in a little bit about the ideal.

Some of what I say will be controversial. I certainly invite your remarks.

First, so you will understand my general attitudes about higher education or education generally, I would like to share some thoughts with you.

I think the U.S. educational plan -- and it is a plan, not a system, in this country --

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has served this Rupublic very well. It's a plan that is characterized by great diversity in programs that are offered, and in the people who are enrolled in those programs.

It's characterized by accessibility. Anybody can enroll, from any particular educational background, age, socioeconomic status, or whatever.

I feel that it's characterized by a very high degree of quality. I think in this country we have turned out some of the world's best, in terms of their contributions to such areas as economics, science, the professions, arts, and many other areas.

Some chose to compare our educational system with some of the great systems of Europe, such as the system of Germany and others.

I think the basic difference in those educational systems is in the nature of the certificates. A French baccalaureate and degrees from Germany and England all involve guarantees that certain knowledge has been achieved, whereas our degrees simply indicate that maybe a certain standard has been achieved. There is no guarantee on the U.S. certificate that any has been achieved.

I think you have to look beyond the U.S. certificate and a myriad of things that will be

talked about this morning and in other forums to determine what is quality in U.S. higher education.

However, I feel that the best that we turn out of this country compares favorably with the best that is turned out by any other country in the world.

Our system is characterized by its flexibility and resiliency. For evidence, one only needs to look at, for example, the creation of the great Land Grant colleges and the changes brought out by national standardized testing at the turn of the century, or the response to the World War II veterans.

So American education can respond to national and important issues if we want it to do so. And today I think we are coming up against another set of problems.

I think we need to have innovative responses to a critical issue, and that is the issue of excellence in U.S. education.

What is the role of admissions in this issue? First, a perspective.

Questions are often asked as to who can get into colleges and universities, or who is being kept out of colleges and universities. I submit that anybody with a minimum high school certificate and

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"D," for dog, a "D" average, can get into several hundred colleges and universities in this country.

If a student has a "C" average, he can probably get into the majority of colleges and universities in this country.

With a "B" average, probably they can get into all but maybe a hundred to two hundred of the institutions.

But with an "A" average, that may not by itself be good enough to get into one of the 30 or 40 most selected institutions in the country.

There are some definitions that we should keep in mind. "Open door admissions," means that you all come. It is clearly open doors. Anybody with any certificate, or even without a certificate, can come.

Frenquently those open door institutions are referred to as "revolving door institutions."

All too often, they are easy-in and easy-out.

"Selective admissions," that means that there are some criteria which are used. Possibly high school rank; maybe test scores, grade-point average.

And so a student must meet a certain

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standard in order to get in.

And of course, "competitive admissions" means that only the best of those in a selective admissions situation are admitted; maybe one out of two or one out of five or seven out of eight.

At any time that you have rank and standings, and taking the best, then you have a competitive admissions situation.

The primary admissions criteria are the high school record, unquestionably the best predictor of academic behavior, since previous academic behavior predicts future academic behavior, but the high school record goes beyond the grade-point average. It goes into an assessment of the quality of the school from which the student is graduating, and certain assessments of the quality of those courses that a student has elected, whether they are accelerated, enriched courses, or whatever.

The standardized tests are very important in admissions, particularly in competitive colleges, and also in selective colleges.

Standardized tests are not so predictable when used alone, but tremendously helpful when used properly with other things. One of the greatest uses of standardized examinations is that, when properly

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displayed by the institution, standardized tests will give a student a pretty good idea of the intensity that he or she might face enrolled at that particular institution.

Other criteria for admissions decisions include involvement in activities. And, yes, employment is an activity and a significant activity, when a student says "I couldn't participate in activities because I worked after school."

Certainly the student's statement, interviews, recommendations from others, all of those come to bear on the admissions process.

There are two patterns: the flexible admissions practice, and the inflexible admissions practice. One provides for guaranteed admission for a given grade-point average or high school percentile rank or test score or a combination of those criteria.

Inflexible admission practices usually specify certain high school scores, requirements. There is usually no consideration given to the quality of the high school or the courses elected by the student.

Inflexible admissions places the emphasis on admissions, rather than the desired intellectual development. It creates an unfair sorting

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process when the number of qualified candidates--and that's in quotes--exceeds the places available.

Inflexible admissions is an efficient way to do the wrong thing.

The open door admissions policy is inflexible.

Inflexible admissions encourages mediocrity by setting low admission standards and goals.

Flexible admissions practices, on the other hand, are those in which the institution seeks the best students available. They either take the best prepared academically, and the best motivated, by using multiple admissions criteria and a careful analysis of those criteria.

Flexible admissions recognizes accelerated course work at the high school, but specific courses are generally not required.

Relevant outside school activities, including work, are considered.

Academic prizes for mathematics or debate or creative writing means something.

A good statement and positive recommendation will support an admission.

Also, of course, flexible admissions

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grades and test scores are important.

The grade-independent schools of this country, the ones that we hear about, the pretigious institutions, practice flexible admissions. Unfortunately, all too few of our large public research institutions do practice flexible admissions. But those that do tend to turn out more than their share of leadership of this country.

A few words about high school preparation.

I believe in special treatment for special students, academically talented students. I don't mean just the gifted students, but in one school there might be 20 or 25 percent of the students, up to as many as 75 percent of the students in some other schools, in some of private prepatory schools it could be as many as 100 percent of these academically talented special students, who would be identified early and directed into rigorous high school programs.

In most countries between 15 and 30 percent of the young people, the school leaders, are considered the educational elite. Those go on to college. In our country, over 50 percent go on to some kind of associate degree or baccalaureate degree program.

Out of that, then, emerges this

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educational elite that we have. I submit that we should start earlier in identifying these students, and give them a more rigorous educational program. And the curriculum, then, should be much less flexible for those students than it is now. And I will talk about this in more detail.

The students should keep all of their postsecondary options alive. And the way to do that is to enroll in courses with a good distribution of the five basic discipline groups: English, a second language, a science, a social science, and mathematics.

They should have at least three or four years in each of those areas. I am talking about the special students that rank in 25 percent up to 75 percent in these various institutions.

Less talented students would be placed, then, in the more flexible program, and could move up as their competency has improved and been demonstrated.

I would like to comment on a controversial topic, college credit for high school students. I will simply state my opinion on this, and invite your responses at a later time.

I believe that the Advanced Placement Program should be expanded and available in every

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high school in the United States. It requires a few good teachers. It is flexible, low cost. It's well conceived.

It's a certificate of proven educational integrity, standardized, with well-defined subject matter, widely recognized.

As one author has written, "A solid and sensible program."

College credit is important, but more important is the experience that one gets in an AP course. Also, we should continue to examine and expand the international baccalaureate. Time does not allow me to go into detail, but this is a complete high school curriculum of substantial depth, based on European standards. The idea goes beyond mere achievement in the subject matter into scientific inquiry, reasoning, problem solving, analysis, and the foundations of theory of knowledge.

This program is now in about 50 schools in the United States. It's reasonably priced. And I think that that idea also should be pursued.

A third means by which students can get credit earned in high school is a recent practice of some colleges to certify high school teachers as adjunct college instructors. I do not support this

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plan. I like the standard of high level courses in high schools, but I do not feel college credit should be given because a teacher has spent two or three or four weeks on a college campus, and thereby can be given the rank of professor.

I think you're effectively removing the twelfth year, a very important year for college preparation, by this plan.

Duel enrollment in community colleges usually is another way by which students can get credit while still in high school. That has some attractive financial benefits, but once again it lowers the level of preparation before college admission. I do not support duel enrollment programs.

I feel that the best way to achieve the baccalaureate is with standardized, predetermined standards, which would be much more effective than either of those programs.

Dual enrollment in the community college is certainly all right if the school cannot offer the course. If AP was not available, then that would be certainly the case.

Some may say this is an elitist attitude, that this is okay for the suburbs, but what about the average folks out there. I can only suggest that

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students are seeking intellectual challenges from all segments of our society. I can state, in fact, at two unique schools in Detroit, Hass Technical High School and Renaissance School, have attracted large numbers of students from throughout the city not because they are tempted by the fact that they might get some cheap college credit. In most cases they don't. But there are rigorous, intellectual programs for these students, and I think we must encourage this kind of a program.

I would like, if I may, to take just a couple minutes -- or is my time up?

MR. GOLDBERG: Why don't you take about two minutes.

MR. SJOGREN: I would like to have designated in each state one or more universities that are special to accommodate these special students.

Admittedly, this will require great courage on the part of these legislators. Even today, not all BAs, Bachelor's degrees, represents similar levels of intellectual growth. I think we have to recognize that fact, and let the people know this, and give special considerations to these special students.

These universities would have two basic features. One, they would be completely free

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of political influence on admissions and other academic standards.

In some states, there is a vice grip on the throat of education.

They also would receive substantial increased funding, but not on a per-student basis. The institution would carefully control enrollment, and insist on high admissions and acadmic standards.

There are few institutions in the country today that would fit into this particular category. I would assign the open door functions to other institutions.

For high schools, I would certainly want to increase diploma requirements for these special students, require three to four years of course work in these five basic areas.

In addition to accreditation for high schools, they should be required to offer at least two, or preferably three or four, courses of International Baccalaureate.

I would require higher performance standards of teachers. It is interesting in our society we have effective ways for removing incompetent airline pilots and corporation executives and sometimes even politicians, but incompetent teachers can go on

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and on.

There is nothing innovative about this idea; it simply requires some decisions, some energy on the part of citizens in order to implement this plan. We have some great high schools. New Rochelle and New Trier are examples of the kind of high schools that we have around the country today that are already doing these kinds of things.

There are serious problems out there, and I think there are some special students out there, and we have to give those students every possibility to employ their high intellectual curiosity and satisfy that curiosity so that they can address some of these problems.

Thank you very much.

MR. HOLTON: Are there any questions from this table?

MR. GOLDBERG: I wonder if I could ask one.

Dr. Sjogren, you talked about, in the last point you made, about the incompetent teachers, were you talking about high school teachers and college teachers as well?

MR. SJOGREN: I didn't say the college teachers, but it would certainly apply. I am more concerned about incompetent high school teachers, but we have

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them in college, too, absolutely.

MR. HOLTON: Thank you very much.

I have to point out that in many ways you, and indeed the American public is way ahead of the educational system. For example, in the Gallup poll which I am sure many of you have heard about, that studied some of these questions recently, on the subject of what the public would require, even for students who are not supposedly going on to college, four years of mathematics, and at least two years of science.

For those who go on to college, the public wants four years of math, four years of history and government, four years of science.

No state does that today in the United States.

May I now ask for the next presenter, who is Ralph McGee, Principal of the New Trier Township High School in Winnetka, Illinois.

PUBLIC STATEMENT
BY: RALPH McGEE

Thank you.

I am very pleased to be here on behalf of the National Association of Secondary School Principals, representing that organization before this group.

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Our association has long been concerned with all conditions of public education, curriculum, admission standards, and all of the related areas. We stand ready to participate in any effort that will improve the educational programs of the United States.

I would like to commend the purpose of the Commission, as revealed in the charter, the whole question of excellence. I couldn't help, when thinking of the concept of excellence, but remember some books that were published some years ago by John Gardner. And I immediately went to the library to review the concept of excellence. Actually, there are many germane issues presented in this particular book, written in 1961.

In fact, he talks about excellence in terms of toning up the whole society, not just education, but all of our creative efforts; government, industry, business, and the like.

Another book that he wrote was "The Recovery of Confidence." And I'm not sure that these two concepts do not go hand in hand at the present time, because not only should we be striving for excellence, but we must recover the confidence of the American people in our educational enterprises.

Perhaps one of the interesting things

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that I did note was that in 1961 "Excellence" cost $3.95, and that the "Recovery of Confidence" in 1972 cost $5.

I'm sure that excellence today is going to cost us far more than $3.95, and as we talk about educational proposals we must concurrently talk about the investment that we make in education in our society.

I also look forward to this Commission report in congruence with the report and the efforts being made at the present time to improve secondary education. The Carnegie Panel on Secondary Schools, the National Association of Secondary School Pricipals, on improving high school education, the efforts being made by college boards, by Project Equality.

All of these efforts must be brought together so we can bring all of our efforts together in a congruent form to improve education.

One of the difficulties that we face at the secondary level is attempting to listen to and react to all of the multiple directions that various agencies and our society in general and our local constituency in particular would have us follow.

I would like to suggest that, from my point of view, and I think from the point of view of

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many of my colleagues, that the admissions processes going on at the present time are to be commended. I think there are a number of organizations which help facilitate the communication between the secondary school and the university level, college and university level. The National Association of College Counselors, the College Board, and other such organizations do help provide communicative data, and I think we would be remiss if we did not commend the thousands of people who are helping to bridge the gap between high school and the university. These are dedicated and caring people, and who by and large have been able to manage a very complex system, very often without the visibility and without the recognition which they deserve.

As a matter of fact, the periodical horror stories very often are a case in point which are the exception, rather than the rule, when we think of the transition of millions of young people into our universities. It's far easier to talk about the Valedictorian who was not admitted to a given university and ascribe reasons to that than to note with confidence the millions of young people who do provide a smooth transition.

I would like to tie in for a moment

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with Dr. Sjogren's comments because I would certainly subscribe to the remarks that he made, and I would particularly underscore the efforts toward the improving of the discontinuity between the college and the university. As a matter of fact, I wholeheartedly subscribe to the advanced placement programs and other kinds of efforts which help bridge the gap.

I think that such programs help to improve the curriculum at the local level, while providing advanced placement and standings for a number of young people.

I think one of the great efforts that we have currently is the overlap in instructional programs between some of our high schools and some of our universities, causing repetition, very often, in work which young people are given.

I would even go one step further and suggest that perhaps, though, that there may be some programs sponsored by universities which might be successful. I would call your attention to the Syracuse University model, which currently has over 4,000 students working at the college level in high schools, and their recent report indicated that this was a highly successful program.

So, while I would fully agree with

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Dr. Sjogren that the standards that exist in some programs are inadequate, I think that there is perhaps some merit in continuing to examine all efforts that we can make to improve the continuity between the universities and the high schools.

The National Association of Secondary School Principals has a commission on, national committee on school college relations, and the Commission has before it the report that they have prepared, calling attention to about seven areas of concern which the National Association has.

For example, number one, and one of the top issues, and the one we are addressing today, is the college entrance requirement, and the methods and the procedures by which we can improve upon these admission standards.

We would not at all quarrel with raising standards and increasing admission requirements in some instances, but we would request that the close relationship between universities and high schools exist in establishing those standards.

For example, you will recall that in the early '60s the colleges, by and large, required foreign languages. There were many at least perceived foreign language requirements. As a matter of fact,

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we used to talk, at the secondary level, about the poker hand when it came to foreign languages. Obviously four of a kind beats a full house, and certainly it far overshadows two pair, and a pair, well, that's pretty good, and that's absolute minimum.

In the last few years, we basically said we would strongly urge taking foreign languages, but by and large that requirement no longer exists. It will enhance your admissions capabilities in some of the more competitive schools.

We have only to look at the statistics to see what has happened to foreign language instruction since those standards changed.

3

By the same token, if we were to adopt the Gallup poll statement of four years of English, four years of math, four years of science, four years of social science, or any combination of that foursome, the fifth area if going to suffer. It's virtually impossible for a typical secondary school person in the 16 to 20 Carnegie units to fulfill all of the desirable goals when it comes to instruction without adding a fifth year at the secondary level.

And, at the same time, that would have the tendency to eliminate such aesthetic programs as art, music, or other potential elective areas.

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I think we have to look very carefully at the requirements, even suggested requirements, to minimize potential displacement in our educational program.

We certainly encourage students in any of our schools to take fifth majors, to take summer school instruction, and many of our students do come with all of those combinations and with many electives. But by and large, across the country, it is not possible to provide all of the instructional programs in the smaller schools that might be desirable for college admissions.

The second issue that we are concerned about is the issue of college admission testing. This, I think, is an area that has become quite controversial, and as Dr. Sjogren indicated they find as many institutions find that the College Board, SATs, ACTs, are highly valuable, and they are important, but I think that we must reexamine the whole issue of testing and get our story told very clearly.

It seems as if we get into educational debates on this issue, which I think discredits the confidence that people have in the testing issue.

We also need to overcome the concept of a 518, that a youngster who scores 518, and a

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university has basically a mean of 520, that somehow or another that is a tremendous gap.

There is a lot of misinformation in the testing area, I think. But as the Commission persons will note, there is a very strong feeling from many principals in the United States with regard to the testing issue, and they are raising the question of achievement tests, rather than the aptitude tests which we currently use most frequently.

There are numbers of other issues with regard to recruitment. We do have some concerns with regard to the recruitment of atheletes, and talented students are also feeling considerable degree of pressure.

We have concerns about high risk students. We note that a number of universities are stating that they are going to do away with remedial programs, support systems, and counseling services. We have concerns about that.

We particularly have concerns about young people who have been, under 94-142, educated through high schools and special education programs, talented young people, but who need special kinds of instruction. Then we are wondering what will happen to those young people.

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That is a relatively new program at the secondary level, and the question is what universities are going to provide the kind of support systems and special education that those individuals require.

We are all concerned with the recommendation and the role that recommendations will provide in the future.

And there goes the second buzzer. And I really have appreciated the opportunity to share these opinions.

You have the full report from the NASSP, and we wish you well in your pursuit of excellence, and providing and helping to provide the funding necessary.

MR. HOLTON: Any clarifying questions from this table?

(No response.)

Let me just ask myself. You mentioned achievement tests as against aptitude tests, but I didn't get the sign of your equation.

In other words, which would your group be favorable for over the other?

MR. McGEE: That's going to require a dialogue. I think it depends on what question we're asking.

If it's in terms of usefulness for the

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universities, if testing, if SATs and ACTs are useful in the admissions process, I think most of us would encourage the continued use.

It becomes a question of use, rather than abuse and rationalization patterns. But perhaps -- and I know that some universities are moving in the direction of more emphasis on the achievement tests, and some would believe that that would increase the content at the secondary level.

MR. HOLTON: Thank you. We will have a dialogue later.

I now call on Dr. Alice Cox, Assistant Vice President for Student Academic Services, University of California in Berkeley.

PUBLIC STATEMENT
BY: ALICE COX

Thank you.

I have been asked to tell you a little bit about my day-to-day responsibilities which lead me to make some of the comments I do.

At the University of California, which is a nine-campus system, I have responsibility for the coordination and the budget acquisition in certain areas, and undergraduate admissions, and a number of student academic services, and for the relationships

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which the university has with the other segments of education in California, particularly those segments which send university students.

And when Dr. McGee made reference to the reports about the high school valedictorian who has difficulty succeeding in college, I had to laugh. And I understand that this is a sore point; however that is one of the stories which made the rounds at the University of California which led us to form a study which was reported out last year on the under preparation of students.

The University, as part of the California Masters plan, admits only the upper 12 1/2 percent of high school graduate students in the state. Some people would accuse us of being elitists.

At the point that we did the study, we realized that our problems were under-preparation, that the students who were fully eligible, who had taken all of the proper courses, who had adequate scores on the SAT or ACT, fully eligible, were not performing adequately at the university. So we undertook an effort to obtain funds from the State legislature to take care of these problems, and did the study which inventoried the activities and attempted to set a price tag on it.

A conservative estimate of the cost of remedial education, two years, in California was $5.5 million. Since that time, and even more critical on some campuses, now are offering not only remedial writing, remedial mathematics, but offering pre-remedial writing and pre-remedial mathematics.

It became clear to some -- or to all of us, that there is something terribly wrong with the admission requirements in the State. And to that end not only the University of California but also the California State University have acted to raise admission standards this year.

While it is not important to go into the details of those admissions changes, it is an effort to raise them. And while I do not believe -- and I think Dean Hargadon will refer to this later -- that simply raising admission standards is going to be a solution, it does, we believe, send a signal of expectations and concerns.

We know very well that simply raising admission standards is not going to solve the problem. For example, we have now said that three years of mathematics is a requirement. 90 percent of the students in the University have already taken three years of mathematics. However, they cannot perform

at the level required.

The other thing that we have studied -- and this has been true and documented across the country -- while we have the outstanding high schools in the country, all the New Trier, New Rochelle, Lowell and others, that many of the conditions in the schools are so shockingly substandard that in some ways even the teachers in those schools do want change and do favor higher admission standards, and conditions may be so difficult as to make change agonizingly slow.

Further, in this troubled time, when schools are caught in the crosscurrent of social upheaval and changing values, and when an educational leadership has critical needs, school administrators are spending too much time on budget, organizational administration, and too little time on standards and curriculum.

To focus more attention on some of these problems and to reinforce ties between the higher and secondary school communities, President Donald Kennedy of Stanford had initiated a major three-year study of the nation's schools. And I am sure that Dean Hargadon will have more to say on that topic.

In the spring of 1981, the President of the University of California convened what is called

the Round Table of Equal Opportunity, and it has two focuses.

The first focus is to assure equal access; and the second focus is to try to assure a return to educational quality in the State.

There are six members of this round table. They are the heads of each segment of education in the State, the University of California, State University, community colleges, and the Superintendent of Public Instruction.

Under the auspices of this group, a faculty committee of representatives from the academic centers of the California community colleges, California State University, and the University of California, have been at work preparing statements on units of mathematic proficiencies and remedial and baccalaureate level courses in the same area.

Recognizing that they must define very carefully what is expected in these particular areas, the Round Table has promised to support the publication of a document to be completed and with distribution in the fall of 1982. The document is now being printed.

This statement of proficiency has identified writing, reading, mathematical skills required for entrance into college level courses, and

through its appendices it adds sample essays illustrative of both acceptable and unacceptable levels of writing for college freshmen.

In mathematics, it illustrates concepts and skills that should have been mastered through a study of mathematics.

Preparation of this document has been an impressive collaboration of expertise not only from the faculties in the higher educational segments, but also from the faculty members in the secondary schools. There has been extensive consultation with the secondary school teachers and administrators, school board members and other interested citizens in education.

Following this, the statement was revised, and now is in final form. It is an important instance of collaboration, showing what can happen when all of the segments work together to try to improve the standards of preparation.

Prior work in this area, I might also say, has been done by the Ohio Task Force, the Wisconsin Liaison Committee, and also the College Board. Their help has been invaluable to this committee.

Developing cooperative projects such as this and developing cooperative projects among

segments may not be easy, given the high school environment and the nature of the rewards system and faculty cuts and cuts in funds for education. Nevertheless, such efforts must be made.

An encouraging sign is that these kind of efforts are already being made.

In conclusion, I would like to leave five recommendations.

There must be a great deal more in-service training by the best teachers in the fields, by practicing mathematicians, writers, and scientists.

Two, professionals outside the academe should be much more involved in in-service training projects.

Three, college teachers of remedial courses and high school teachers of comparable courses must be brought together to discuss ways of shifting the remedial curriculum back to the high schools.

Four, both university faculty and K-12 teachers must be given time and encouragement to work together to improve the quality of education if cooperative efforts are to succeed.

The fifth recommendation is this, that you have asked for people to offer testimony on the kinds of things, the kinds of ideas which are working.

There are literally dozens of projects across the country which show that imaginitive, creative people are performing projects exceedingly well. I document some of those in my testimony. There are dozens of them.

I think it will be useful to the people in the field if you would be able to publish a compendium of this kind of information. Many things are being duplicated, over and over again.

I would be glad to answer questions. But I can't resist responding to your comment about the Gettysburg Address.

I think it also was given in four minutes.

(Laughter.)

Thank you.

MR. HOLTON: Are there any clarifying questions?

MR. HADERLEIN: Dr. Cox, you spoke about taking the upper 12-1/2 percent. Is that by entrance examination or a combination of grades through the four years of high school?

MS. COX: It is a combination. A person must have taken certain courses, achieved a certain grade point, and certain scores on the test exam, or may be exempted from either one as appropriate.

MR. HOLTON: May I ask you to clarify where we get hold of the report that you talked about, which I believe is the report from the University of Berkeley through the Round Table.

MS. COX: University of California, Berkeley.

It is available through my office. I will be glad to forward a copy.

MR. HOLTON: You mentioned that reading, writing, and mathematics are the focus of it as preparatory?

MS. COX: We focused -- we asked the faculty to define those courses or activities that were offered which were not university level. This exempted the traditional kinds of activity, such as tutors, which has been going on. But those activities which were considered remedial by the faculty were included.

MR. HOLTON: Thank you.

I next call on Dr. George Stafford, Dean of Admissions, Prairie View A&M University.

PUBLIC STATEMENT
BY: MR. GEORGE H. STAFFORD

Thank you very much. I would like to say, first of all, how delighted I am to appear before the Commission and commend their work in terms of excellence here today.

I must admit there is some ambivalence

about the subject, and I might say that, in trying to define what I might say today, it has put me and a lot of people to the task, and particularly the opening remarks of the Chairman, who said be clear and stick to the point.

Well, certainly I have no reputation for being clear, and I have no reputation certainly, according to my wife, for sticking to the point. But I will try.

I will depend on my colleagues to talk more in line of what actually happens in the admissions process and in terms of applying the standards. I will deal more with the philosophy of perhaps where my institution comes from, a small, southern, rural, predominantly black institution, Prairie View A&M University.

Since 1950, of the three million plus boys and girls who graduate from high schools each year in the United States, more than half distribute themselves among 3,000 colleges, universities, junior colleges, and technical institutions. This great distribution of our nation's youth is a social process of great complexity not fully understood by the students themselves, by their parents and advisors, or by the educators, including admissions officers who

participate in it.

The process, taken in its entirety, is a product of an immense number of individual choices and decisions taken by millions of people under the influence in part of calculations and estimates projected a generation into the future and in part of the beliefs, opinions, whims, ancient rational estimate.

It is important to note that most of the decisions involved occur outside college admissions offices, not in them. Access to higher education is essentially a social process deeply involved with the society's entire cultural pattern and system of values. This is certainly true in the case of those who come to Prairie View A&M University.

It is quite apparent that the numbers of students seeking the benefits of higher education is expanding and diversifying. This expansion and diversification of the higher education system in the United States can be attributed to a variety of factors; the increasing demands of the economy for a more highly educated labor force; the demographic effects of the post-war baby boom; increasing specializations in aspects of American life; and the drive to promote equal educational opportunities for a greater

proportion of the population, to cite the most significant.

At my institution, the Department is committed to a program designed to carry out the mission of the university, which is to meet the needs of the individual, the society, and the acquisition of knowledge, leadership, and first class quality.

We are seeking individuals, through whatever process we employ, who can achieve the full realization of the optimal potential of each student in terms of educational development, regardless of age or personal and social or economic status.

We are looking for individuals who, through whatever process, can achieve optimal development of positive thinking, positive mental attitude, and reality orientation in terms of his or her profession.

Also to achieve optimal and professional success in terms of advance scholarship and professional competencies.

And to achieve optimal career success in terms of preparation for entry into and upward mobility and advancement in the chosen professional field.

Some of the social and political and

economic factors that influence and shape college admission practices and the relationship between secondary and postsecondary institutions shape the admission process. The relationship between secondary and postsecondary institutions, I will discuss at this point.

In approaching this question, it is quite difficult to discuss adequately all of the many implications of the impactors of social, political, and economic nature and its ultimate effect on the type and quality of educaticnal programs offered to the nation's young through both secondary and post-secondary institutions.

Impactors are of three major types; past, present, and future. And they are at times hardly distinguishable from each other.

These impactors, of whatever type, directly affect the programs to be administered, the type and number of personnel desired, the type and quality of support, and the facilities made available, as well as the nature, quality, and potential of the student body.

Some of the social impactors which we all face are changing employment opportunities, with less emphasis on teaching and more on the technology-

trained individuals; change in philosophical beliefs about education; the shifts in population from rural to urban, from cold to warm climates, and from inner city to suburban living;

Changes in the traditional family structure;

The return to educational institutions of older individuals desiring job placement and advancement;

And changes in the makeup and methods in educational institutions.

Some of the political impactors are as follows:

Affirmative action legislation. It affects us just as it affects you.

Creation of additional competing institutions, such as two- and four-year colleges:

The Texas Coordinating Board;

The Texas A&M University Board;

The creation of alternative methods for obtaining job training skills, other than higher education:

Various accreditation agencies;

The threat of world tension and the military draft;

And judicial decisions such as the Bakke decision.

All of these affect us.

Economic impactors include:

Increased cost of higher education;

The inflation rate;

Increased dependence on financial support from outside governmental agencies;

Depletion of energy supplies;

Higher wages for qualified personnel.

To add a few more societal problems:

Increased technological unemployment;

Increased inpersonality between people;

Increased complexity of every aspect of our daily lives;

Increased distance between the haves and have-nots in our society;

Increased breakdown in terms of moral fiber;

Increased inability to communicate effectively;

The ever-present threat of total destruction in the world.

These prevailing conditions lead to two very distinct results: alienation, and loss of

identity.

It is apparently quite simple to identify what can happen, what will happen, and what is happening to youngsters forced to live in an environment containing the vector forces such as those listed under social, political and economic impactors.

While those who have attempted to pinpoint the effects of impactors on people have concentrated on economic handicaps, such as not being able to read or write, most of those who are pinpointing the things that are happening to students in your schools and who come to us, as academic handicaps, also have potential learning assets, which can also be identified from conditions that we find ourselves living under.

Handicaps that we all know are:

Difficulty in evaluating their own behavior and that of other persons with a tendency therefore to be confused about their identity, identification, and aspirations;

Also low self-esteem, which, however, is not necessarily as detrimental to achievement as are these uncertain elements;

Depressed motivation, aspirations, and

achievement as a result of anticipated failure due to limited horizons and opportunities to attain the goals of financial success, goals they share with members of more privileged groups;

Limited appreciation of academic achievement and of some social norms. For example, courtesy and polite behavior, which is expected of them but not usually accorded them;

Limited ability to concentrate on a variety or wide range of academic or other areas of interest;

Types of perception, such as inability to sustain attention to verbal communication, which are not condusive to academic efficiency;

Limited ability to use traditional abstract symbols and complex academic language;

Tendency to favor concrete, stimulus bound, rather than abstract thinking processes;

Socio-economic conditions or their effects, which are not likely complement traditional standards of academic development. These include hypermobility, family instability, sub-standard housing, repeated discriminatory treatment, lack of wholesome role models, and exclusion from the mainstream of society.

I have dealt with the impactors in our society and the possible effect these impactors have on those students in our secondary and postsecondary institutions. Students come to us with hangups because the society is hung up.

Where can we find positives in the situation? How can we contradict the forces which seem at this time to have the upper hand?

I do not profess to have the answers to these questions, but I am reminded of the passage in the Bible concerning Paul and Titus.

Paul wrote to Titus concerning why he had been dropped from Paul's mission and stationed in Crete. This is found in Titus 1:5.

"For this cause left I thee in Crete, that you shouldst set in order the things that are wanting."

As Director of Admissions in a small rural university with a population predominantly black, I am certainly aware of the academic, personal, social and career handicaps of our students, and I'm happy to state that I am a member of an organization that has taken steps to do something about these handicaps.

Some of the interventions have been:

Through formal and informal classes, to cause counselors, teachers, and administrators to become aware of the learning assets of young people;

Through courses such as organization and administration of guidance programs, to gear their programs to meeting the academic, personal, social, and career needs of youth in a democracy;

Reorganization of the university to meet the needs of the young college student who aspires to achieve educationally.

These assets, some of them that come out of a society in which a person is able to survive into the point they are ready to go to college, these students do possess motivation, creativity, and proficiency in selected areas of interest or endeavor.

They have subtlety and skill in the verbal and nonverbal communications characteristic of their own social or peer groups. Those words may be unacceptable as a form of speaking, but it is certainly understood by a certain group.

They have a skill in practical computational skills. That's another asset they do have.

Accurate perception and generalization concerning some social, psychological, and physical phenomenon. For example, sensitivity to subtle

discrimination or condescension, despite limited academic abilities.

They have the capacity for meaningful and loyal personal realtionships.

They have an ability to sustain interest in selected tasks and activities.

Similarly, they have ability to remember, associate and generalize in selected areas.

Resourcefulness, indeed engeniousness, in coping with such difficult circumstances as poverty and discrimination as a result of social, class, or racial status.

Those are some few recommendations to improve the admissions processes.

As you talk about the university, tell the truth about your university. Say what you can and cannot do.

Hold days when these individuals who would wish to come to you may do so, and allow them to visit and talk to you and get to know you.

Consider nonacademic factors in admissions.

Provide support to school personnel and working with students.

I will talk more about this later on

today, hopefully.

High schools can hold college days. They can practice good advising skills.

They can become familiar with educational institutions and what their emphasis might be. They can plan with and not for students.

And also they can study the educational methods employed with the view toward increased flexibility.

I will end my presentation with a quote from my predecessor at Prairie View.

If my total title had been given, it would be Director of Counseling Services and Director of Admissions at Prairie View. So I suppose I am more of a counselor than I am an admission person.

But my predecessor left on my desk the day that I walked into the office a message, and this was what he wrote:

"Never pass up an opportunity to counsel and help, to help another person recognize his thinking and his ability, no matter who the associate or the counselee is.

"If, within the dictates of tact and prudence your insights can help us achieve a greater degree of self-adjustiveness, then Christian charity

suggests we should assist him.

"In some instance, a sympathetic, listening ear will suffice. In others, value systems and ethical construction should be introduced.

"The setting may be an office, corner of the school playground, a dance, a living room, or basketball game. But this is incidental.

"The important thing is not to allow an opportunity to counsel or to help and to be of service to pass you by.

"In the final analysis, the greatest evil is not to have committed crimes, but to have failed to do good when it might have been."

Thank you.

MR. HOLTON: Thank you so much.

Any questions from this table?

(No response.)

One of the Commissioners had pointed out to me that there were some late comers who might not have heard our procedure with respect to questions from the audience. We are almost on time, so we will have something like an hour before we adjourn in the morning for Commissioners' questions and panelists to talk to each other.

Then, after, in the afternoon, after

lunch, starting about 1:00, we will hear nine other scheduled witnesses.

And then, during the period from 3:30 to 5:00, there will be an opportunity for the members of the audience to be heard.

And then it would be useful to have brief testimony on specific tested examples or thought-out proposals for increasing educational excellence.

Let me read you again this note from the staff.

In order to manage effectively the late afternoon session, those interested in presenting testimony should fill out an index card with their name, and affiliation, and topic to be addressed. These cards can be picked up at the entrance, to my right, of the auditorium.

Please turn the card in, if you can, by 11:00, and we will try to announce the order of testimony for the late afternoon session before we break up for lunch, if we have these cards.

I next call on Dr. Fred Hargadon, the Dean of Admissions of Stanford University.

PUBLIC STATEMENT
BY: FRED HARGADON

I'm Fred Hargadon, and I spend most of

my working hours during the year reading applications, something on the order of between 16 and 17,000 applications ever year, having made it a practice to try and review every one. I have done that for 17 years.

When I am not doing all of that, I have been, for ten years, a Trustee of the College Board, and for the past four years its Chairman.

I do have one statement on the wall in my office which is worth repeating before you hear my remarks. It is a reminder to me, and it says that for every complex problem there is a solution which is simple, obvious, and wrong.

(Laughter.)

With that in mind, with the written statement I handed in, I tried to do the following things. I presented perceptions of quality of education from the perspective of a college admissions officer, the main window being the transcript.

We know that there are excellent schools. Our concerns are obviously with those which are not.

Ineffective schools are not all ineffective for the same reasons. I think an aggregate analysis is useful. I think in the end what is going

to be required is small scale diagnosis and individual prescriptions.

On the plane, on the way here, it occurred to me that these schools might very roughly be classified as students are classified. My sense over the years has been, with about 8,000 high schools, I think I would say some are achievers; I would say some are overachievers; some are under-achievers; and some are nonachievers.

The two interesting groups I think are the overachievers and those schools whose profiles would suggest that they ought not to be producing the product they are; and the other group are the underachievers, which I happen to think are the largest group of schools in the country, mainly suburban, mainly affluent, where I think the product is underachieved.

The second thing I try to do is focus on very specific problems as we have seen them over the years in admissions and at my particular university.

I circulated a memo to the Commissioners that we circulated around the country and have since 1977, outlining our observations about the preparation of students as we see it. Some of these you are familiar with, I'm sure, like problems with writing

skills.

Another that you may not be familiar with is our concern for these students who are otherwise able and in good schools taking very light academic programs.

We are increasingly concerned that we don't know what a course title means. We can make no assumptions about content of a given course from its title.

We are concerned with students' lack of expertise or experience with essay type examinations before they get to college.

We are concerned with a great, great variation in high school requirements, not only across the country but within the same state.

And we are very concerned with what we refer to as the extracurricular crowding on the curriculum in an ever shortened school day. In many parts of the country, half of the school day may be used up in getting five unitsfor badminton, five units for volleyball, or five units for cheerleading, and then taking one or two academic solids, and managing to graduate with a 4.0 percent.

There are far too many students whose college educations will comprise largely what they

should have learned in high school, and in some cases they will be getting that at $10,000 a year.

I want to point out that when we expressed our concerns in this memo, which we continue to do, we don't consider it relevant whether our students come out of our schools today any better prepared or worse prepared than when we did. We think the only important thing is whether they are as well prepared as they ought to be.

I then went on to discuss some of the factors which I believe contributed to the inefficiencies of some of our schools, and I remind you that the ineffective schools are one or more or one or some combination of these, but they don't all share the same ones.

But they are:

Teacher ability;

Personnel quality;

Inability to hire and fire;

Quality teacher working conditions, which in some cases are disastrous;

Lack of guidance and a decreasing amount of guidance in high schools regarding options;

The lack of almost any challenging academic program;

College guidance, which involves too much in the senior year of high school, instead of doing it in the ninth grade, at which point one has a chance to follow guidance advice;

And a very serious problem, I think, is the problem of expectations in this country, which are far too low, for a whole variety of reasons. I suggest that everyone who is going to teach or work with youngsters at the college or high school level ought to be certified as holding higher expectations for the people they work with than they held for themselves at the same age;

Problems regarding the roles of education and the role of academic achievement. I think we have never solved the problem of whether our schools are supposed to be marginally for life adjustment or largely for cultivation of the mind.

The high schools, like the colleges, went through the '60s and '70s, a rather bizarre period of time.

I think another major difficulty is the lack of almost any contact of a sustained nature between the college faculty and the faculty in high school, particularly in the same subject areas, and the lack of anything resembling a concensus of

expectations regarding standards for course content across the schools in this country.

All of this has weakened, I think, the relationships between schools and colleges and does not help further or contribute to effectiveness.

At least in my State, the two largest universities send mixed signals. The University of California has one set of requirements which will guarantee admission to the University of California. From the other school, there is a completely different set of signals.

I think the problem of mixed signals is greater around this country than we realize.

I then went on to describe admissions at what I call non-formula colleges. And, Cliff, that's your flexible.

I won't say anything more than that, other than to say that I am not a believer in now is the time to rely on achievement tests.

And then my response to the frequently heard suggestion that the way to improve secondary schools is to heighten college admission requirements. I don't think that's the case. I just think they should specify admission requirements and hign admission standards. I think one could have the former

without the latter, and vice versa.

I think specific admission requirements are going to be far more difficult to achieve a concensus on than anybody dreams of. It's difficult enough to get the faculty in one university to agree on requirements.

I read recently that we now have faculties divided on whether we ought to have secondary school students coming to them having studied discrete mathematics, rather than calculus. Well, we can go on from there.

I'm worried that the minimum always becomes the maximum. When you set minimum requirements, there is no way that they are not read by most of us as the maximum.

I do think that the public colleges have a special role here. Certainly the University of California is very influential in the public schools in California.

I am not saying not to have requirements at all, but not to put all of our eggs in that basket.

And our big concern in admissions in the long run is how to measure outcomes. Some students who take two years of French in one school acquire more French than someone who has taken four

years of French in another school. What we would like to know is how much French they know, not how many years they have taken or what grades they've gotten.

That's way down the line.

Project equality, the College Board is working on that, and so is the University of California, in spelling out expectations in competence.

Lastly, I make some suggestions regarding some of the things which might be done to improve quality in the secondary schools, and they include some complex things as well as simple things.

I think the schools should be allowed to focus more resources and energies on academic programs. It would help if school boards focused on quality and content, and not just budget and school sites.

I think we have a major increase in effectiveness in schools if we simply increase the minutes in the class hour spent on teaching and increase the amount of homework required of students.

Drastically improve the working conditions of teachers. You can't grade essays if your class is 50 or 60 or 130 in size.

Seek ways in which to balance legitimate seniority and quality concerns of teaching hiring.

Create some sort of programs of the model of the Woodrow Wilson Fellowships to attract a much larger fraction of the very able college graduates to teach in the secondary schools.

Urge schools of education to place increased emphasis on mastery of the subject matter among graduates who become teachers.

Promote widespread ongoing contact with consultation between school teachers and their college counterparts.

Identify academic advocates to encourage students to take challenging programs in the schools. Our notion is that guidance counselors, where they still exist, are now schedulers, rather than program advocates.

And I believe college guidance should start much sooner than is now the case. Students must be encouraged from the beginning of the ninth grade to always act and make choices which maximize, not narrow, their options at graduation.

I also believe that some of the national standardized tests that are now taken at the end of the junior year and at the beginning of the senior year, like the College Boards, SAT, or the ACT, could well be given in the ninth and tenth grade, at

which time the results are useful to the person taking them and the schools in which those students are involved.

Lastly, in my memo, the written statement, I made a point of stressing how many minority students especially find themselves in schools which suffer many of the problems I have just mentioned, and where the remedies are going to have to be particularly far reaching ones.

Thank you.

MR. HOLTON: Any quick comments from here to clarify?

MR. HADERLEIN: Yes. Your comment to school boards, about emphasizing quality, are you intimating that school boards should indicate this in their policies, or how would you have the school boards emphasize this? How would this get out?

MR. HARGADON: Well, I think it would be helpful if school boards, in meetings, actually spent more time, at least in our area, than they now do discussing the quality and content of education. I think they literally spend most of their time on budget matters, selling the school, and whatever.

MS. CAMPBELL: I ask a question relative to counseling, because the figures that have

come in have all addressed counseling and been rather critical of perhaps that which we are providing, both at the high school level and at the college level.

What do you perceive can be done about that? Because we generally have a one to 300 or 400 ratio in the secondary schools, and then in the very small schools we may have one guidance counselor to serve two or more schools.

MR. HARGADON: There is no substitute for funding staff, but I do think it is a mistake to think that all academic counseling has to be done by somebody identified as a counselor.

MS. CAMPBELL: That's true.

MR. HARGADON: Priorities would be to identify mentors in every school. The student would find one mentor in the ninth or twelfth, and from freshman through senior year of college that sounds right.

MR. HOLTON: This gives me an opportunity to welcome two of the Commissioners who came in since we last introduced ourselves.

Dr. Anne Campbell, and Dr. Norman Francis.

Also, on my part, let me ask, when you spoke about the memo, you meant this famous memo?

MR. HARGADON: Yes.

MR. HOLTON: And you are too much quiet about it. How can one get hold of this memo to secondary schools, students and parents, which has had a very large impact?

The first square centimeter of page there has more than in most stuff that I see.

MR. HARGADON: Postcards. Schools, school boards send for them, and we send them out free of charge.

We have sent out 50-some thousand that way.

But a postcard or letter to my office, with your name and address, will do it.

MR. HOLTON: And anybody who reads this and follows the advice is guaranteed to get into Stanford University.

(Laughter.)

My pleasant duty is to introduce the panelists, and Dr. Margaret MacVicar is next. She is Professor of Education and Associate Professor of Physical Sciences, Massachusetts Institute of Technology.

PUBLIC STATEMENT
BY: MARGARET MAC VICAR

I want to speak to you today as a faculty member. I will give you a faculty member's

view of the student coming in from high school, which would be quite different from someone in admissions.

Most of my teaching for the last 13 years has been with first year students, and I have had them as advisees and working in my own laboratory.

In our institution, at MIT, a faculty member does have some role to play in admissions, and that is my first look at admissions.

Faculty members are invited to read admissions folders with the admissions office staff. Every folder is read twice, and sometimes there is a third reading. A scoring is done, and decisions are made on candidates.

It is probably usual to imagine admissions process where some grim-faced clerk compares the candidate's high school grade point, class rank, and that sort of thing, and maybe secrets from within the school. I'm not quite sure, really, and I can't attest to all of the admissions offices involved, but I can say that faculty members are part of it, which is something the admissions office is very sensitive to, and they really go out of their way to involve us.

The faculty members hardly ever look at those things. When I read admissions folders in

February, what I do is ask myself, do I want that student in my classroom next September. And I'm looking to know, somewhere, from all the documents and everything that is there, the flavor of it, whether or not that student has the stuff to make it.

And I know that no matter what the level of preparation is, how strong they may be there on the page, the freshman year is a great leveler. The weakly prepared student on paper who has an intangible something that I call intellectual fiber may well outlast and exceed the much more strongly prepared student who is going to emotionally crumble the first time there is some stout challenge to that base of high school.

I am also extremely skeptical of those transcripts and those scores, as a faculty member. I have to say that we have generally not encouraged advanced placement. I would actually say think twice before you encourage advanced placement courses. Don't sell a bill of goods that might not be very reasonable.

Education is a matter of accumulating as many courses in as many years, as fast as possible. A student coming in at a somewhat higher level of preparation should be asked to just go further in four

years, not to just get out sooner from college.

We also have a rather startling fact that, knowing that we discourage advanced placement, those freshmen who present themselves at our doors will still want it, with a certain brashness about their background. Last year, the most recent year, of people who presented themselves to our own freshman year physics advanced placement test -- and those were students who felt themselves very strongly prepared, and may have had AP level courses, who had fours or fives on their AP test -- 79 percent of them who took that test failed it.

So, once admitted, then I look out in my classroom at first term freshman physics, and what do I see? One of the things that is most difficult is their mathematics preparation.

They have on-paper credentials. Supposedly they have seen trig functions and exponentials and geometry and things before, but they're very ill-prepared to visualize them conceptually.

They confuse areas with perimeters, and simple distance equals rate times time, they missolve the rate, or they are not able to estimate something like pi times 9 without their calculator.

I actually had a freshman that told me

that the reason that his data in his experiment was 16 percent deviant from the accepted value was he had only eight decimal places on his calculator.

(Laughter.)

Those students who have had calculus -- about a third of them present themselves as having seen calculus or had calculus in high school -- a simple change of their variable from x, which they have seen, to r, which is the symbol we use, is enough for them not to be able to work the problem.

Let me talk not about academics, but what I have seen personally.

The majority of freshmen will readily comment that their background has not prepared them for the study skills, such as time management, such as setting out priorities to be able to cope with what they find in their first year. They cannot set a schedule for a year, and they cannot look ahead to term papers and finals and arrange their time.

Now, the first semester of physics is rather routine, in the sense that it draws on things that are familiar, billiard balls and pendula on strings, things the students have seen.

The second semester deals with electricity and magnetism. This is a much higher

level of abstraction and theoretical use of models than the freshmen have ever seen before, and they are not prepared to undertake this at all.

I used to think that they couldn't undertake it and have trouble with it because it was really hard to do, what charges are, what atoms are, electrical fields. And I thought that perhaps they had been too busy in junior high and senior high learning basic content and technique, and they just hadn't had time for that. But now that I know that they don't necessarily learn content and technique, what worries me about the modeling is that I know that all six year olds are super modelers.

Six year olds model things, and they are natural scientists. If you asked a six year old why the sky is blue or why leaves flutter down in spirals, or why caterpillars have hair, or why the television set has snow on it, they have a pure explanation for you that involves a model of how the world works.

They will tell you that the sky is blue because it is really a bowl turned upside down, and anybody knows that it's dark from underneath. They will tell you that leaves come down in spirals because the wind isn't blowing them straight.

But ask a 26 year old those questions, and there will be much stammering, and there won't be an offering of an answer with any confidence. They are much concerned with being right, so they have no ability to construct a model of how does it work.

Selma Wasserman, in the New York Times Education Supplement in 1981 related two conversations she had had with two groups of students that were 10 to 12 years old.

She talked to the gifted students first. She offered the provocative question, "How do you suppose birds learn to fly?"

There was silence from the 10 to 12 year olds in this gifted class.

"What do you mean?" asks Chris.

"I don't understand what you want us to do," says Mark, shifting uncomfortably.

"We didn't study birds yet," said Ann.

Wasserman says, "The children were clearly troubled. I made several attempts to tap the creative thinking capabilities of these children, and I hit a dead end everytime."

"Again and again I encounter responses in which the pupils try to manipulate me into helping

them get the right answer. The more I avoid doing this, the tenser they seem. Their dependency, their rigidity, their intollerance for ambiguity, their inability to take cognitive risks, and their anxiety are astonishing."

Later in the afternoon, she saw a different group of students. She said, "Although the school has a more benign name for them, they are the low achievers."

She asked them, "How could you weigh a giraffe?"

She says, "They immediate rise to the challenge.

"'You put them on a bathroom scale,' says Marla.

"'Dummy, he ain't gonna fit.' says Benedetto, smiling at his wisdom. 'You gotta put two scales. Put his back feet on one and his front feet on the other.'"

And then Sam offers, "I'd get a big truck and fill it with food that giraffes like to eat. Then I'd weight the truck. Then I'd hide inside of it and call, 'Here, giraffe, here giraffe.' When he got inside, I'd slam the doors and weigh the truck again."

So Wasserman says, "I am astonished at the difference in responses of the two groups, and even more concerned about the single right answer orientation of the pupils identified as gifted.

"I am flabbergasted at their limited personal autonomy and their difficulty with questions that do not call for single, correct answers."

Later, she goes on, "And so we have a group of gifted children who are exceptionally good at the very narrow tasks of finding single, correct answers to the most mundane questions but who lack experience and therefore expertise in more intellectually rigorous, creative work."

In my education section of electricity and magnetism, second term, freshmen are bumping into these models. It takes me all term to get out of them "what-if" questions, to have them feel that there is no penalty for wondering out loud, for being fanciful.

Part of what's going on in the background is they're having to learn that living itself is a profession, and that learning how to learn is the objective of their education. So in the concept of learning how to learn, they are also learning about modeling.

Now, that second thing is something that we institutions spend quite a bit of effort trying to develop the milieu where they can try out this learning how to learn. And maybe in the context of that learning how to learn they will learn something more about modeling.

It's based from a 1957 speech, The Generation of Greatness, from Dr. Edwin H. Land, who said, "I believe that each young person is different from any other who has ever lived, as different as his fingerprints; that he could bring into the world a wonderful and a special way of solving problems; that in his special way, he can be great.

"But not many undergraduates come through our present educational system retaining this hope. Our young people -- after a very short time -- give up any hope of being individually great. They plan, instead, to be good. They plan to be effective. They plan to do their job. They plan to take their healthy place in the community."

What Wasserman is saying, what Land is saying, what I was saying, all the way up through the educational system we guide them away from aspirations of greatness.

The other part of this program which I

have been privileged to be able to run and to develop takes a tack of trying to present them a situation where they are going to be stretched, not to keep providing an educational system where you diminish their educational elasticities by not asking them for too much. You have to ask a lot, and then you have to have faith that they are going to do it.

I would like to end by simply reading to you some comments from students who have been put in a situation where they have been invited, as colleagues, to join with faculty members, many of whom are freshmen, to join with faculty members to do real stuff. And it's been expected that they could learn it. They were asked for what they have to say.

The first statement is a brief one. "One of the best things about this project is that it is mine."

Second. "My experience was quite unlike any course which I might have taken. The experience was more like a partnership in a project than a student-teacher relationship. All motivation came from within, rather than from grades."

Next. "I can say without reservation that my undergraduate research experience has been

the most important factor in my intellectual and professional development at MIT. Central to this fact is the time and effort devoted to me by Professor X. His approach to me and two other undergraduates has been to treat us as equals.

"While this means that he has demanded a lot from us, it also means that the desire and confidence required to fill those demands has been created."

In the written testimony that you have, I have arranged a whole segment, perhaps three times that many, picking up on the themes of the response the students demand, development of specific confidence.

The faculty can tell the difference between an exercise, between test performance scores and something real that they are asked to do.

And I would hope that an emphasis that might be starting to grow in the schools is to go back to emphasizing even more competency tests, and to not simply end up with a check-offable list of skills and techniques, and have the education left behind, and have them all end up like Wasserman's gifted group.

MR. HOLTON: Thank you very much.

Some quick questions, if any, from the table here?

MR. HADERLEIN: You mentioned that when you read the admissions folders that you are trying to find if they have the stuff to make it, in your two or three readings. Do non-academic factors enter into the final decision?

MS. MAC VICAR: Very much. For example, one of the things I first turn to would be the attendance record.

One of the things I look to there, I look for any abnormal or unusual responsibilities; a job, running the ranch, up at 4 a.m., father is dead, still manages to do the average. Marginal according to tests. Can they make it?

The real thing that influences me is that I know that that high school record, when it runs out, is survival skills and intellectual stamina, which are going to have to pick up and see the student through.

MR. HOLTON: Now we come to the final morning period. I would like to start this by asking the panelists themselves whether they would like to discuss matters with each other or ask questions of each other for a few minutes.

After this, we will turn it over to the Commissioners and to the Staff itself.

So would you feel free to light into each other. We will listen carefully and take notes.

MR. STAFFORD: I do not at this time wish to light into anybody on the panel, except to respond to the question that dealt with counseling and what we might do about it in the school, and how we might do the inducive counseling within the high school, say.

And I did not respond at that time to the question asked, but certainly at my institution and at many other institutions around the country there has been a history to test out the validity of the peer group counseling concept.

My background includes a work experience at the George Junior Republic in Freeville, New York, and at that particular school there is a total school built on the premise that young people, the peer group, will be the best possible counselors you can find to another one, in attempting to make it or get through the system.

So I would advocate, and in my organization and administration class in counseling, one of the themes, of course, that I emphasize is that

within the school setting you probably have the best possible source of supplementing your counseling staff.

And it was suggested of course that you can counsel certainly without carrying the title Counselor. You can be a helper or a -- I forget the term that was used. But people certainly could assist you as part of the guidance team, and certainly the students themselves, who are motivated and who are making it, would be the best source of working through this problem, to me.

MR. HOLTON: Would you like to continue?

MR. SJOGREN: I was going to talk about another subject.

There obviously is some disagreement on the role of advanced placement tests. I think College Board studies reveal the fact that most students who have taken AP courses in high school do, in fact, stay and remain in college for a full four years, that they simply start at a higher level and end up with a richer baaccalaureate degree.

I don't think the motivation for most students in going into AP programs is to try to get a degree at the same level of competency.

So your criticism really is at secondary

education generally, I think, and not specifically at the APP.

MS. MAC VICAR: It is just the schools that I have visited in the last two years have been very keen on adding AP courses and arguing that, on economic grounds, to save the students later. And as some way of knowing that the student is doing something well.

They don't want to offer advanced English. They want to offer AP English. And I think that's wrong.

MR. SOMMETT: I just have a comment on that. It has been my experience -- and I was just wondering how well informed you are about the outcomes of these advanced -- the continuation of advanced placement courses.

I found that we could, in our high school or in other high schools, get them to advanced placement classes -- let's say for French or foreign language -- while they still don't know how to speak the language, they are going to read Molier and what have you, but they don't know how to communicate yet.

And the reason they take these courses rather than take an advanced course in the foreign language is because they are offered a reward. The

reward is either monetary or prestige kind of reward. And I'm opposed to the prestige awards.

I would like the student to be just satisfied with the fact that he or she is going to learn more French by taking a conversation course.

We can't get together a conversation course in class because they are siphoned off to the advanced placement classes.

MR. HARGADON: This entire conversation underlines what I think is the anticipated difficulty in arriving at something called specific tight admission requirements.

Much of the difficulty for students coming in from 20,000 secondary schools to 2500 or 3,000 colleges has certainly to do with a gap between what one learns in school and what one needs to know in college. But frequently it has to do with the fact that you can't get two colleges to agree on where a beginning course on a subject ought to begin, or two high schools to agree on whether, say a foreign language, what fraction of the time is to be spent in learning to speak the language or what fraction of time is being spent and should be spent learning to read the language, and so forth.

I'm just saying these things happen.

My own experience, and my reason for emphasizing it is, it has less to do with a particular course than with my experience at schools that have advanced courses, that have lots of honors courses, that have AP courses, generally have more challenging programs. The pace is more rigorous. The standards, and the pace is faster, and the standards are more rigorous.

If I am not mistaken, some very respectable institutions have students who have taken an AP course in high school, contrary to the example you gave, and do better in the second level of that course when they get to college than do students who took the first level of that course at college.

MR. SOMMETT: Actually, that's what I'm very interested in. And I didn't mean to challenge you unfairly.

I want to know whether those advanced placement students profit very highly from the courses that they take, because I, from where I am, I don't think so.

MR. SJOGREN: We think they do, at our institution, and we do have some follow-up studies that support that.

MS. COX: I may comment on that question. The consultation which occurred in California's proposal

to change admission standards for both public segments, almost without exception there was strong outcry from the secondary school people about the need for us to clarify expectations, and also the concern about, once having met our standards, that they were looked at as the maximum, and that the higher education systems had to do something in an effort to communicate to students and to the parents that our admission requirements were not the maximum, but that they were considered to be the minimum requirement.

To that end, with this consultation, we have instituted an advanced placement credit for the first time where now a student can, if he or she takes a sufficient number of honors courses on a four-point system, can indeed, from our perspective, do better than a four point, because we would give extra credit on admission if they had taken more rigorous courses.

It does not only have to be AP. It has to be more rigorous courses.

MR. HOLTON: It seems to me we have identified a good topic which the Commission might want to commission some extra work on, and perhaps part of a meeting.

Is there another issue among the

panelists?

MR. SJOGREN: I have one more issue.

Dr. McGee suggested that colleges, I believe was his reference, should require, for example, foreign language as a condition for admission. I believe the thinking is to encourage the student to take a foreign language.

I guess my feeling is that the high schools should, in their curriculum, require a foreign language at least of the students who are aspiring to go on to college. That's the way it happens in most European countries. The high school curriculum has already a second lanaguage in it. The colleges do not dictate to the high schools what should be taugnt.

And I think the ideal is to have a curriculum in place so students who graduate from that high school have all the options available to them, including admission to the most selective, most rigorous institutions that they can find.

So I would prefer that rigidity be at the secondary school level, and not put down by the -- or demanded by the college.

MR. SOMMETT: If I may add, it should be below the secondary level, and below junior high school level, because I think we are starting to teach

children foreign languages at an age when they are least capable of learning them.

MR. McGEE: I would concur with you. Actually, I was using the foreign language example of what happens when there are requirements. And if requirements are established, that tends to set the pattern.

And the question is if we are following the national study on languages and the Presidential concern on that issue, perhaps both universities and high schools should be putting more emphasis on the foreign language issue if that is what we want nationally as an outcome.

Now we would, at the secondary level, certainly appreciate the fact that there is flexibility in the admissions process, because there are going to be youngsters who are going to concentrate very highly in certain areas which may fall out of the five categories that tend to get the emphasis.

It's pretty hard to have an art major at the university level if one has been limited to a semester of art at the secondary level. We have a great diversification in our American system of education, and that diversification should be fostered and not arbitrarily limited.

MR. HOLTON: Any other issues among the panelists?

MR. CROSBY: I'm not sure that I'm ready to accept either one of those arguments, especially in terms of the high schools being the ones setting the standards, even for the college.

If so, then we're going to be changing the whole purpose of the high school. I think our high school has been a reflection of what society thinks that we should need. If it were left up to the high school, we would have an entirely different system, and wouldn't even meet your criteria at all for going in.

And I think when we looked at '57, related to Sputnik, it was not the high school that decided we needed more science and foreign languages and so forth. If the high schools or the public schools or the elementary schools are to determine the needs of the society, then that is what should be the guiding point.

So I don't think it is up to the schools to decide whether or not we need the foreign language for the welfare of the large of society. We determine whether or not we need the foreign language or whether or not we need math. At some point the large of society determines what we need, and at some point we determined that a large group of

our population needed to be able to learn to read and write. The schools didn't decide that.

The schools didn't decide that those should be the goals. Somehow I'm not ready to accept the fact that we should determine that criteria.

MR. HOLTON: Any other issue among the Commissioners?

MR. McGEE: I would just comment on the California study and commend the cooperative efforts in helping to define and clarify goals. I think that's a very fine outcome, and we encourage it across the country.

MR. STAFFORD: I would like to comment on the last speaker's remarks relative to the cooperative effort between the teacher and the students. I think it is the way to go.

Enrollment, creation, and creativity, the feeling of creativity on the part of the person certainly give a commitment to those people in the fact that they have created that.

That's just a proven thing. So you have no involvement, and you have no involvement.

MS. MAC VICAR: I would like to comment on Dean Hargadon's comment on not restricting it to people with certain labels. In my examples, if you read what the students have to say, they don't go over to the

separate section of the corridor called "Counseling." You're talking with a teacher or other faculty member right there. They are offering advice to you, be it personal, professional, or academic.

There are a lot of ways in what most of the interactions would be like, but you just can't turn it into a correspondence course.

MR. HOLTON: Any other issues before we turn it over to the other side of the room?

(No response.)

Let me ask -- this might be unusual, and I hope Dr. Goldberg doesn't mind -- that even before we go further with the questions from the Commissioners themselves, I would like to hear both from Mr. Goldberg and from the Staff, Dr. Garibaldi and Dr. Adelman, who have been working on this conference for a good half year and have taken up all the background that we have had to carry on the plane and have been reading.

You have had, I am sure, a number of burning questions that came to you as you were listening to this and, before that, as you were reading.

Would you like to start?

MR. GOLDBERG: I just would like to ask two

questions. One that comes out of the general testimony that we have heard this morning, and one that comes out of specific testimony.

The specific question I have is addressed to Fred Hargadon, who expressed some concern with what you called mixed signals. And you gave as an example the University of California and Stanford.

And I would like to know what you think one could do about that, given the fact that we have essentially a decentralized American educational plan -- as one of our people said, rather than a system -- and we have a variety of independent institutions.

What can one do about the issue of mixed signals? That's one question I would like to ask.

And the second one which I would address to the panel in general, for anyone to address, is the issue of quality of teaching.

Clearly a number of you talked about that in a variety of ways, and you have made some points that you have suggested that there are serious concerns and problems with the quality of teaching at secondary school levels. And I wonder if you could say a little bit more about that, particularly in terms of

what you think the college and university responsibility for that might be.

And you might even want to say something about teacher education in this country.

MR. HARGADON: Do you want me to start with both parts?

The first part is easy. I don't have the answer. I was raising it so that people are aware of the notion of when we speak about college admission requirements you are really talking about 2500 or 3,000 colleges.

We have a very difficult time mastering the requirements for the public institutions of the State, and then there are the others.

I think it will wash out. I think it just has to be recognized.

The second question about poor teaching. I do think that in the secondary schools there are very, very, very serious problems in quality control and in terms of weighing off seniority against other factors.

I am tempted to throw in a suggestion, and it will probably go no further than this room, I'm sure. That is that the secondary schools start over again.

We might well think of instituting hiring policies similar to colleges, where there are legitimate attempts to take seniority after a while, where there would be such a thing as tenure, but where there would also be a five or six or seven year period of proving that you earned that tenure.

And I have always wondered why secondary schools wouldn't get in a position of adopting a similar situation like that, as do the colleges.

MR. HOLTON: Dr. Cox.

MS. COX: I have some observations with regard to the quality of teachers in secondary schools, relative to the morale under which they operate.

Comments have been made to the effect that in the pre-Sputnik era the United States became very concerned about the quality of education, particularly science education, and that as a nation we then set about doing something to try to counteract that, and, in fact, we entered a period where students were extremely well prepared, as measured by their scores on certain achievement tests.

During those years when we were terribly well prepared, the National Science Foundation regularly sponsored summer institutes bringing secondary

school faculty people to college campuses, where there was a tremendous opportunity for stimulation.

This was a rewarding professional activity. Those kinds of activities now are few and far between.

I believe that we need to reinstitute such opportunities for secondary school teachers and for university faculty, because it is also an opportunity for university faculty to find out what's happening in secondary schools, and for themselves to be stimulated and refreshed by these challenges.

This needs to be done not only in the science area, but in many areas of higher education.

MS. MAC VICAR: There are two or three things that I think about when I think about how to improve the interface between the high school and the college.

It may seem fanciful, but I sometimes wonder what would have happened if unionization had happened differently and all disciplines, all faculty, what if this would have happened by history teachers for grades five all the way up; what if it had been science teachers or math, something that emphasized the disciplines.

It goes up vertically, in a sense, and as you learn more and as you build on a foundation, it

grows.

It seems that what Alice is saying, those high school institutes which used to happen, some version of them is very important to bring back.

I have been in several settings in the last year where teachers would speak, and the 28 or 29 year old teachers would speak ultimately and yearningly of wishing that they had the network that the 45 or 50 year old teachers who used to go to those institutes had, someone, one other person to call up in another city about curriculum material to have somebody to refer to.

It is extremely lonely, perhaps being the only art teacher or being one of the three people in a city, and all of them graduates within the last 10 or 15 years. They have all these resources, and not knowing where to get them, where the curriculum materials are and how to ask.

So I would really underscore that.

MR. HOLTON: Are the last two of you saying that there was a time when we knew how to do things in teacher preparation and in getting colleges and high schools to pull together on this wagon, and that somehow we now are not doing it, and, if so, why aren't we doing it? Is it a matter of money, or what?

MR. SJOGREN: It seems to me there is a cycle here. The best prepared students coming out of the so-called best high schools going to the so-called best colleges, those students then seek careers in the professions, law, business, medicine, and a few journalists here and there, and a few teachers. I'm talking now about the groups.

Others go into, typically, the regional universities, many of the state universities. These probably don't represent that group who have taken the most challenging courses, generally, in high school.

And, further, when they went into college, the standards were still much lower than the more selective colleges.

I know this is going to be very controversial, and I am going to get myself in a lot of trouble here. But those are the very people who go back to high school and teach students and try to prepare them to go to the most selective colleges, and try to teach the AP courses.

And so we are caught in a cycle. We are taking the mediocre students out of high school, running them through a mediocre university system, and bringing them back to teach the best and the

brightest so that they can upgrade education.

It seems to be that may be a problem.

MS. MAC VICAR: To me, things seem upside down. I don't understand why the most precious resource, which is the children, has really the least prepared teachers and why the students who supposedly are at the college level, have learned about learning, have supposedly got the best prepared teachers.

And there is nothing magical about becoming an assistant professor, that you suddenly know how to teach. What you do is take a Ph.D. and plunk them in a classroom and say, "Here, teach."

You are not worried the damage will be done. You are not worried about the students' development, of these 17 year olds.

They teach the course, and they teach about something. But that's what you are concerned about, that they know something to teach about.

But in the third grade or fourth grade, I keep meeting up with teachers who don't know anything to teach. They know a lot about the blackboard and about the classroom and the development of fourth graders, and they may be stuck with teaching arithmetic when they only had one or two more courses of arithmetic themselves in the undergraduate training

than they had back in fifth or sixth grade.

They have little to deal with in teaching these children.

When you're talking with the youngsters, you're talking about how to make analogies quickly on your feet, to thoroughly know your own discipline well enough to make correct, rigorous analogies, basically making it simple and correct.

And I think that takes a lot of education, not a minimum amount of education. So, looking for ways to turn things upside down, so you get higher educated, higher quality teachers teaching the lower levels of the educational system, the one thing is money. Money is the great separator, where the prestige is, the status, the economic returns are.

One has to turn it around, if you want to have people go into teaching in the schools.

One thing that might be useful -- and I have been trying to talk the chairman of Texas Instruments into this -- is thinking about teacherships. We have professorships, and so why not teacherships, where local school systems are given such an asset?

There must be a way to work out with the public school systems a way that there could be guaranteed salary levels, something that industry

locally takes a hand in.

MR. HOLTON: Yes?

MR. STAFFORD: I would like to also support this bringing back to the campus the teachers for further training.

I have numerous experiences in bringing people back for further training. In one instance there was a case of a return of a serviceman, and I was fortunate enough to run an institute for four years for servicemen and women who were returning from Viet Nam.

In terms of some responsibility that our institution felt that we had for these people, we decided that there should be an effort made to turn these returning people back to society, who had a tremendous amount of potential, to turn them to some good, give them some direction.

And I was fortunate enough to get funded an institute for training veterans for junior college counseling. And we returned to society 120 trained counselors to junior colleges, who are spread through the junior colleges of Texas.

My example also goes to the GI Bill, in terms of the commitment to returning to society or turning over to society a certain number of trained

individuals. And I certainly feel I am one of them, and certainly I feel that I have returned to society much more than I have ever gotten from it in return for this investment in me.

To me, it's a matter of national will. Are we committed to directing an action on a national level or on a local level towards some specific goal? And this is to improve the quality of education, to come up with a better articulation between colleges and universities in relation to the people.

This is a matter of national will.

MR. HOLTON: May I return now to the table of the coordinating staff.

Dr. Garibaldi and Dr. Adelman, may I ask you to intervene for a few minutes, and then we will turn it to the Commissioners for the final period.

MR. ADELMAN: I just wanted to provide the panelists with some information about some of the other pieces of information that the Commission is receiving.

First, Alice Cox suggested that the Commission gather information concerning notable programs that addressed various issues in the transition from secondary to post-secondary education. Indeed, we have done that already. I notice the

controversy about Project Advance up there, and its approaches and the question of deputizing or adjunctizing high school teachers as college professors.

We looked at all angles of that; the time shortened degrees, the middle colleges and et cetera. The only problem with this collection of materials is that it's highly variable.

The Commission asked for a standard for math. Its principal interest is that the program be able to demonstrate some real impact on students over a period of time, and not all programs can do that.

Project Advance can. It happens to be one of those that can, and there were some very good reports.

The program in Seattle is a different kind of experiment. We had a number of premetriculation impressions.

Some are programs which will relate -- and I would like to get back to this impression later, because the whole thrust of the other half of this hearing is about the transition from post-secondary education to the freshman year experience in college, which Professor MacVicar talked about.

And the second thing that the Commission

will receive and has not received so far, and it's under contract, is perhaps the most elaborate analysis of high school transcript data ever performed historically.

We have a data base in the early '60s, and another data base from the late 1970s, with very fine coding, and we are asking questions such as distribution of types of courses that kids took by track, whether they were academic or vocational or general tracks, what their grade point averages were in those courses, so that we can see where the great inflation was coming from, and what kind of credit generation was involved in that.

That material is being fed into another panel discussion we are having in August at the University of Rhode Island on the changing nature of college curriculum and its influence on high schools.

We are going to get into some of these issues a little bit more deeply so we will know where the Commission is going on that. So you should know about that.

We are also going to repeat many of these questions, the Commissioners are, tomorrow morning with a group of 20 students, 10 high school

seniors and 10 college freshmen, asking them basically the same kinds of questions from both sides of the transitional experience.

So you should know we are doing that.

Also, the Commission has, in fact, looked previously and examined the Commission's work on the college entrance examinations in five countries, and the International Baccalaureate. They did that examination and looked at that before.

And what that leads to is my real question for Miss Cox, who said that 90 percent of the entering students at the University of California have taken three years of mathematics and still can't do college level math. Now, this is a distinction between the amount of time spent in a content area, or a measurement of a level of proficiency in a content area.

That seems to be the distinction that you were playing with there, and the Commission has run into that before.

You have discussed examinations. Some of you don't want to deal with achievement examinations. And yet the Commission has previously heard questions about recommendations that students only need to spend so much more time on mathematics or a

foreign language or science and they will learn it or they will know that they will learn it.

How can statements of proficiency or statements of expectations in terms of the numbers of years in a subject compare with actual examinations that measure, like the International Baccalaureate, a high quality examination, what a student learns?

MR. HOLTON: Any particular panelist?

MR. ADELMAN: Any one of them.

MS. COX: How they can be compared?

MR. ADELMAN: If the Commission has to wrestle with this problem, how do you make recommendations in terms of the amount of time people spend on the subject or in terms of their demonstrated level of proficiency in a subject?

MS. COX: I am not sure you can compare them with proficiency expected, but let's look at what we would hope that we would find a proficiency would do.

This is where we started. In the 1950s, when there was a certain degree of excellence, at least in science and mathematics, in education, people who fed into institutions such as the University of California, came from traditional high schools. And

by "traditional," I mean certain high schools. The university was not accessible to all people. That is one of our goals.

We want to define proficiency so that we at least have a common language that we can understand where we are starting from, that people in secondary schools, people in high education, can say, all right, we all understand this is the point; now, let us talk about how we can develop the curriculum.

And the point was made by Dr. McGee that it was very important that secondary school people develop their own curriculum without being mandated from the higher education segment.

We agree with that, and our plans are, in the State, to work toward that end.

This must be done by the school districts, and it must be taken out of the hands of textbook publishers.

MR. HARGADON: Since I was the one that mentioned or followed up on the achievement tests, I really do want to correct what must have been a misinterpretation I left with you. And your phrase was, "don't want to deal with achievement exams."

I said I didn't think it would be practical at this time for colleges to rely more on

achievement exams than they now do.

These things come out of the air every once in a while, and there has been a recent one or two articles, and everybody then follows up and all of a sudden everybody is talking about achievement tests.

I don't think it's right to put the test against measuring proficiencies. I think it's one thing, as we were arguing, that one ought to detail what one expects to have been learned by taking a course in a given subject. That's one question. It is quite a different question to say, can that be measured once we agree on it.

And I happen to think, having spent some time looking at the A level and O level exams in England and Scotland this fall, that, in fact, it's possible to measure proficiency. The difficult trick is to get agreement on the content.

And of course in England and Scotland, you do get agreement on content. And it's one of the most startling things to sit with 26 college and secondary school faculty and decide these things, and having someone say, "Don't you think that's a little too much Charles Dickens?"

All I could think of was, I couldn't

imagine a similar meeting between a college and secondary school committee in this country and having someone say, "Don't you think that's a little too much Conrad," or whatever else it would be.

It would really help if we could distinguish between the problem of how to agree on what ought to be learned and then the problem on how you measure it.

MS. MAC VICAR: I'm not certain that you need agreement.

One of the best demonstrations that happened to me with a student was being presented by a faculty member 150 problems at the beginning of a course and being told that at the end of the course there would be ten on the final, and they were graded all the way up through difficulty. They required a lot of library work, besides the classroom.

What I am wondering is if one, two, five, ten universities sat down and simply said these are the kinds of essays, the kinds of ideas, the kinds of problems we would expect people to be able to do entering freshman year college, even if there was disagreement, if those were drawn together and simply available as 150 or 200 examples, they might give a place to start for teachers to be talking or students

to be talking to one another about what the expectations might be, what kind of accountability there would be, what kind of background was expected.

MR. McGEE: Commenting about the three years of mathematics, certainly a student who comes from a reputable school in California with three years of mathematics at a B level -- I think even with grade inflation, which does exist in some institutions, we should not discount the fact that devaluation takes place.

MR. HOLTON: Dr. Garibaldi, may I ask you for a brief question.

MR. GARIBALDI: Sure. In many respects, some of my questions are already answered.

One of the hypotheses behind the meeting was that whether or not raising admission standards does indeed influence high school and elementary school curriculum.

Dean Hargadon has told us that raising admission standards certainly does not do that.

We have also heard, though, that, in the Gallup poll, the public certainly is very interested in raising the amount of courses that a student takes in high school.

Ralph McGee has told us that it's

practically impossible to do all four years of mathematics or science or any other courses that we would like to have.

I am concerned about what do we do in that case. It seems as though we are passing the buck, and that's not likely -- we're not likely ever to offer that many courses to students.

Do we go back to the elementary school and junior high school and add more to the curriculum there, or wait until the very end of high school? I mean, I don't know.

MR. HOLTON: Does anybody here want to give a quick solution to the puzzle?

MR. McGEE: Certainly not a quick solution to the puzzle, but there are many organizations which are looking toward improvement of the secondary schools in America.

I think we need to look at the recommendations which are going to be coming out of those national panels and draw from them.

I would also indicate that there is no question in my mind that the adding of rigorous admission requirements will achieve rigor in terms of more prescription, will achieve the goal of getting more titles on the transcripts. That will follow a

kind of pattern.

People are already beginning to react.

Those who send students to California certainly are looking at the California requirements.

The Ohio State University study and the direction in which they are going, those are signals which are sent out to students who are interested in those institutions. And I don't think we should sell short the kind of communications emphasis on the kinds of requirements, because it will happen in time.

MR. HARGADON: Partly because I think it is a very important distinction to make, I really want to say that I don't think tightening specific admission requirements will raise standards. I do think maintaining high admission standards will help raise standards in high schools.

At this moment, I think specific requirements are antithetical to high standards.

MR. HOLTON: We have, I think, yet another of our major problems surfaced here and I have a feeling that we must give a good deal of time to this.

Dr. Garibaldi's problem I think is one that merits a great deal of further study.

Let me now go to the table which has

been so patient here, and just go down the line.

Dr. Haderlein.

MR. HADERLEIN: Yes. It is very interesting following this up, because I am the only nonprofessional here. I am a school board member, and I speak for 95,000 school board members out here, and we have a problem.

And the problem has just been emphasized right now. I am hearing that we should start foreign languages not only at the high school level, but at grade school level.

And many of you are very aware that there are very, very many small rural schools that could not possibly offer foreign languages at the elementary level. They would be very fortunate to offer it at the high school level.

The same way with mathematics. Yet, out in those small rural areas, we have students that desire, that have the ambition to be physicians, dentists, pharmacists, engineers, and they have no other place to go to school.

Now, I'm interested in what's happening with the admission standards when these youngsters go to the schools. They graduate from high school. They take the best that we can give them, and that's limited

by the number of children we have in the schools, and the economics of the area.

What do you do, as far as your admission standards, admitting these children? What do you do as far as your music program?

This is a question that, when I speak to my school board members following the finish of this, the completion of this study, and telling them, this is what you should be doing, this is a recommendation, to any of them.

MR. SJOGREN: I would say selective institutions with flexible admission standards. We would admit the brightest and the best prepared of those students, even if they were deficient in a foreign language, and that would be a deficiency that would be made up at the university.

And we would say, it's too bad you couldn't have it at the high school level, because it would give you more opportunity to explore more courses at the university.

An institution with inflexible admission standards, they would have to be in the 12-1/2 top percent, or meet the 8-1/2 requirement, that student would probably have to follow some other course, go to some other institution, and maybe take those courses

and then move over to that institution.

That could still be done. But I think our goal is, if we're going to say that that second language is one of the five basic disciplines as part of an education, if we're willing to accept that -- and I am, and I think a lot of people are -- that I would think those small rural school districts should start working towards preparing students for a second language, because I think that is just as important as the other courses that that student will have.

MR. HOLTON: Remember that the Commissioners and our presenters have a chance at lunch to pursue some of those. So let us continue to ask brief questions down the table.

Dr. Campbell.

MS. CAMPBELL: Might there be the lack of conversation, communication, between the colleges and universities and the schools, might that have been caused at an intermediate level of specialists, what we would call curriculum specialists in the disciplines, who, in effect, in my opinion, have bridged the gap between, quote, just theory, and practice?

They have been sort of the extension agents between the college and the teacher in the disciplines. I think that that has perhaps made the

college people believe in an oversimplification of what that high school teacher should be trained for, because I believe that most of the college teacher education courses that one takes to work in a discipline, at least 80 percent of that is taken in the content area.

Might there be another way in which the transition between the understanding of the high school student is being taught by the classroom teacher and what the college professor believes, rather than through a specialist, which we now have, and which was, what should I say, promoted and advocated by the colleges and universities?

MS. MAC VICAR: Should I comment?

It sounds pointed.

MS. CAMPBELL: It is.

MS. MAC VICAR: Most of what I would call research universities, many of the small liberal arts universities, ones that bill themselves as top quality in some way, do not reward their own faculty for that outreach.

It is very difficult to actually get rewarded to outreach to your own students. And it is possible for a department to have one or two teaching stars and 35 or 40 people who do their teaching.

It is not that they do it badly. That's

not where their emphasis is.

The rise of the curriculum specialist had a short term improvement, I think, in immediate communications, because it was nice to have there.

But in the long range, if I had what there could have been directly, it would have eliminated the need.

What you're really looking for is some handle, reasons why university faculty should reach out. I would like to see that in every appointment and promotion file there had to be a letter on school district stationery attesting to the fact, commenting on the lecture of the faculty member which he had given, the curriculum materials, teachers that he knew. That should be there, just the same as the letters now that must be there about research, and the one that has to be there on doing service.

But there should have to be one there. There should be something that has the perks built into it for the faculty member at the university to reach out. That is not necessarily financial. It is a different situation than the situation where the school teacher finds himself.

MR. HOLTON: Dr. Crosby.

MR. CROSBY: A question, but also some comments,

because I'm wondering, too, as I listen not only to you, but as I listen to the colleges in terms of admission standards, whether or not the colleges are trying to cop out on part of their responsibility.

Are they also drifting into what we may say seems to be the general tendency of this country to want simple and quick answers to solve the major problems in a half an hour on television?

Are we looking for a multiple choice answer for admissions? We don't want a teacher to have to say subjective thinking. We want to say check A, B, C, or D, and this is going to be the admissions standard for all of the 3,000 or 4,000 colleges across the country, because they don't want to deal with individuals?

The other problem that I have is what we keep using -- and this is becoming now a subjective feeling -- we -- too many references, I believe, are being made to somewhere around 1950, and I'm hoping, as you're looking at the 1950, that 1950 does not become the major point in your discussion, because, see, a lot of things happened around the 1950s.

The first thing, Truman decided to integrate the Army, because he didn't want a black Army and he didn't want a white Army, so he integrated

it during the Korean War.

All of a sudden, too, if we start looking at the 1950s and Sputnik and everything else, Eisenhower also decided we were going to integrate some of our colleges, and give minorities some of the things that our middle class people were having in this country.

Now, as we talk about college educations -- and I appreciate, Dr. Hargadon, when you said not how well or more or less they used to do, but how well they should be doing -- and that is the comment, first.

And I am hoping that we are not caught up and don't want to do our homework. We want somebody else to set the standards, so we don't want to spend the time to look at the individuals that are coming to us.

This is a diversified country, and I think this has probably been the strength of it. We have many people around the country who are trying to become citizens of this country, far more than we have people of this country who want to become citizens of other countries. And I don't want our colleges to lose that fact, and I don't want them to start looking at other models that, at this point, the people are trying to escape from to come here.

Now, the other thing that I want to discuss, kind of deal with, in fact, is not a question, but I'm also looking to, when we start talking about quality, can we make the same kind of comparison with the rest of our country in terms of the industrial and commercial side?

People eventually start buying what they consider quality, and if you don't have the quality they are not going to buy it. And the automobile, I think, has been a good example of this.

We decided too long on the kinds of standards that we wanted to set, and Japan came around and set the standards that people wanted, to move us into the 20th and 21st or 22nd Century. And I'm hoping that our colleges don't become obsolete, that we might have to start importing our students someplace else, because you're not preparing them to go -- or to even come back, and to teach our kids in high schools, elementary schools, what have you, or even go out into industry.

But the original question was whether or not you're trying to get somebody else to stop the buck, rather than you're stopping the buck yourself.

But I went ahead and I answered my own question.

MR. HOLTON: Unless someone wants to add something?

MR. HARGADON: I definitely think we're not passing the buck. I must say I'm disappointed to hear that comment.

I have heard you suggest earlier that it is up to us to put your house in order also, or to recognize that you only take your advice from society.

Quite frankly, I think high schools need to set strong graduation requirements. But that has nothing to do with us. We set our requirements for graduation from our place, and hope that that satisfies people above us.

But if I read you correctly, I think we weren't -- I wasn't suggesting a copout. Or maybe I misunderstood.

MR. CROSBY: The thing is, here, I keep finding, it looks as though, in many instances you are saying that you are turning out poor quality on the other end because we gave you poor quality coming in. And I thought that was a copout.

Because you don't have to turn them loose on the other end, regardless of what we turn out, and you don't have to accept them.

However, another thing that the school -- we are in the same position of acceptance as you are. We must accept, because we are part of society, and this has been set up.

And our graduation requirements and the like are determined by the policy set up by the Board. We just work with them once they set them up.

MS. MAC VICAR: One thing that is quite dramatic in the technical areas is the sense that there is more and more desire by foreign students to come, both as undergraduates and as graduate students. More of them seem to be coming for that kind of education.

And I worry that there will be something like the car industry, that if American students come from our secondary schools and either are not able or do not want to meet the standards to come into our top colleges, that you will see more and more percentage of the programs fill up with foreign students who will go home, and whose countries will be even bigger and bigger competitors for us, a kind of a downward spiral.

MR. HOLTON: In other words, we have Sputnik, but it's called Honda.

(Laughter.)

MR. CROSBY: I guess, to respond again, we also find that those foreign students who come to us come

to us with all kinds of backgrounds. And we're one of the first ones to copout our financial aid and everything else, to our own students, in order that we be able to let the foreign students in to become our students.

Different ages also are coming in, with difference in resources behind them.

MS. MAC VICAR: But maybe what we're trying to face up to nationally is that this thoroughly American ethic of individualism and local control of school districts and local setting of curricula, you're up against competition that may require a systems approach in this country, and you have to be thinking about targeting the policies so they aren't giving mixed signals, so you're talking about what you really want to see happen.

Is there a national objective? Does it matter that there is an international arena, or is #8 it really wholly within these shores?

And I think we are facing this right here in our school system, and in our educational system, that kind of question.

MR. HOLTON: Jay Sommett.

MR. SOMMETT: I was just wondering whether there is not a unity here. I know of some university -- I

don't want to mention the name now, because someone here teaches there -- who, they suggested to a student of mine, who had two years of Russian -- and I teach Russian -- and they didn't want to accept the two years of Russian because they said that they wanted to start their own course, that they are exclusive.

And I'm just wondering whether that is not one of the problems that some of our students come with certain kinds of equipment in mathematics and science, and then you may have a professor who is very enthusiastic about his own course and what he has developed, and therefore you are going to have lots and lots of students with presumably good preparation in high school, and now they are in college and facing a new invention, where somebody came up with something.

Does that exist?

MS. MAC VICAR: Within my own experience of institution, it does not, but what I have heard secondhand, yes.

One of the things that is going to be a great driving force is the plain demographics of the decreasing youth population.

Now, if you're trying to keep as many colleges in business as before, then you have to market something, and you have to find ways to teach your own

credit hours, and you have to find ways to have your own students.

And I think that some of the sorting out process that you are going to be finding in higher education is going to be driven by these marketing forces.

I would worry that you would be getting an awful lot of messages, depending on who is worried about their market and who is not.

MR. SOMMETT: To add to that, how well do you think the college professor is familiar with the curriculum that exists on the high school level, and can he or she continue that training? Because I think that may be a major problem.

MS. MAC VICAR: I agree with you.

MR. HOLTON: Dr. Francis.

MR. FRANCIS: Since I am last, I am apt to try to summarize what I have heard, and that would be very difficult.

But let me just say that several comments have been made by each of the panelists, but what comes through, one, is the notion that the raising of admission standards having a measurable impact on the quality of education at the high school level is just not the case. It will have some, but that will not

be the case. At least that is not necessarily going to be the major factor.

There are multiple number of activities by a number of different people, school boards, high schools, colleges, citizens, and the like, that are going to have the greatest impact.

I think we are probably talking about, from what I am hearing, both short and long-range approaches. And I think there are a number of short-range things that you have to do for the time being, but for the long range, we need major curricular reforms in the entire system.

I gather that, certainly at this point, it is clear, and I think agreeable in a sense, that, though admission standards in our colleges are important, they should not be looked at as the sine qua non. They are one thing I think we should draw on.

But also something else that comes through, I think several have said it, two things:

The fact that we talk about admissions requirements, and seeing that there is such a great variety of approaches, I think is an education in itself. We are willing to admit that we don't understand the admissions process.

The second point I want to make is that

what I am hearing is that if the colleges, in the short run, were to, indeed, approach, like Project Quality in California, competencies, at least some high schools, or perhaps the vast majority of high schools would get a feel for a little bit more what to look for. Right now it is a smorgasbord. And I think that would be helpful.

There are a number of barometers, I think, in terms of what one can draw from and issue, and I keep reminding myself for this Commission the issue here is twofold; what could the admissions process of colleges do for excellence; and, secondly, what do we know about what happened in the first year of transition.

And I think that's not as simple as we might like it to be. But I think it is important that we do this at all.

MS. COX: I would like to respond to something he is saying.

It is true that admissions standards in and of themselves are not going to be a solution for the problem. But one of the things that have come through over and over again from the hight school people is, when we are talking about raising admission standards, is that they do, because they are very

concerned that some of these difficult courses will no longer be offered. The third year of mathematics will be dropped, or the foreign language in the high school will be dropped in order to allow some lower level course. Because if the requirements are not there, they say the students are not signing up for them, and it may end up that the course is dropped.

MR. FRANCIS: That's the other side.

We don't want the perception that somehow in keeping them on, that somehow we are going to do something in high schools necessarily. There are many other things that we need to do, as a nation.

MS. COX: We are being badgered with pleas by people in the fine arts to institute a requirement, because what's happening is that budgets are being cut and music, drama, other fine arts in high schools are going to be eliminated. That's because there is no requirement, and they do not compete very well.

MR. ADELMAN: I just wanted to follow up on Norm's remarks, and simply suggest, because I know we are all going to be eating lunch together, that one of the areas you might pursue in your luncheon conversations is what happens to the college freshmen after they are there. The Commission really does have to consider that as well.

Also, what role parents have in registering kids for college and steering them into courses of study and ideas of their vocation, and how does that either assist or distort what happens with the kid's confrontation in college and its demands.

And the whole question about vocational versus liberal arts education, and assumptions that entering freshmen arrive with.

I think the Commission would benefit very, very much if, over lunch, they reflect on those issues.

MS. CAMPBELL: While we're looking at the admissions standards from high school into college, I would ask one other question now, because it also affects the high school. What responsibility to colleges and universities have for entrance standards for the world of work?

Only 42 percent at least in my state, are going on to any kind of postsecondary education. What, then, is the responsibility, as we look at the teachers in high schools, that are trained by colleges and universities; what, then, should be the standards?

MR. HOLTON: Is there a response?

(No response.)

I think that we will be coming together

again at 1:00.

Let me just add one thing that I always try to listen for, namely, what has not been said.

And there are a couple of important things which have not been said, and that is important in itself.

Nobody has challenged that there is a real problem about excellence. The papers are all full of data, and we all read it constantly. So we are not debating the premise on which we have come together, because it is clear that we seem to be agreed that, indeed, we can do a lot better in education than is being done at many levels.

Now, nobody has said that our students and schools or colleges are too stupid suddenly. No disaster has befallen our raw material. It's a question of how to take best advantage of it.

We are also not lacking for solutions. Nobody has said that we can't handle the problem. On the contrary, we have, at one point or another, already had a number of successes, such as teacher training, the NSF, -- which has essentially abandoned their responsibility for education -- is one example that used to work.

Also AP, for some students, is another example.

And others have been given. In fact, we have a richness of solutions, past and present, that have to be sorted out.

The one thing that everybody seems to have said, in a way which has gotten lost because it was said in so many different manners, was that we don't seem to have an adequate way to collaborate in the job of excellence from the time the student gets into the first school through the time that it gets out of the last class. That is, in a sense, easier to do in Europe, where some of us had our educational experience it is perhaps the only benefit of having a Ministry of Education, that there is someone there who worries about the whole transition problem. Usually they do it terribly.

But there is no equivalent in our system for collaboration, except in those cases such as teaching institutions which suddenly bring busy university people and busy high school teachers together. And out of this comes a great number of other things. It changes the education in both of these places, in addition to producing a new entity that helps the students.

Another one is the AP examinations. It seems to me that this, too, is a reaching out of a sort from one to the other of these two separate parts of an arbitrarily divided thing.

It is not a law of nature that says that, at 17, a student has to be handed from one group of people to another.

There must be new ways of collaborating on the common enterprise of getting educational excellence at all levels.

Now I am told that at 1:00 we will be announcing the names of the people that will testify from the audience.

Is there anything else that I should say?

MR. GOLDBERG: The press is available to talk to the Commission. And I suppose the Commission is free to speak or not to speak as they wish.

Thank you very much for your attention, and for all of your excellent presentations.

(Whereupon, the proceedings in the above-entitled matter were continued to 1:00 p.m., this same date.)

NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

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Public Hearing - College Admissions and the Transition to Postsecondary Education

- -x

Roosevelt University
430 South Michigan
O'Malley Theater
Chicago, Illinois
June 23, 1982

The above-entitled matter came on for public hearing at 1:15 o'clock p.m.

APPEARANCES:

ANNE CAMPBELL, Commissioner

NORMAN CHRISTOPHER FRANCIS, Commissioner

EMERAL A. CROSBY, Commissioner

ROBERT V. HADERLEIN, Commissioner

MILTON GOLDBERG, Commissioner

GERALD HOLTON, Commissioner

JAY M. SOMMER, Commissioner

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The College Board
Evanston, Illinois

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AFTERNOON PROCEEDINGS

(Time Noted: 1:20 p.m.)

MR. FRANCIS: Good afternoon. We have a rather tight agenda this afternoon.

We had scheduled to start at 1:00 with brief discussions, and we are about 13 or 14 minutes behind.

We will go directly into the instructions and then a list of the presenters.

For the first part of this afternoon, we have nine individuals that have been invited to present testimony on today's topics.

Rather than announce all the names of the individuals, I will introduce each person in the order listed on the agenda.

I will stand after the first presenter and then call the name of the next presenter.

I would like to make one adjustment to accommodate the schedule for Dr. William Kinnison.

We will ask you to be the third presenter. So I will call you at that point and we will go on down the list of the other persons this afternoon.

Each presenter will have five minutes

to summarize the written testimony. After the testimony, the Commission will have time for a few short questions

I will repeat that for the Commission, time for a few short questions, and I would appreciate it if the next witness would participate and assume a close enough position for you, if possible, so that you can get up and keep the session moving smoothly.

Now, we will begin with Mrs. Lois Mazzuca.

I am sorry. We have -- let's see, eight persons who have requested to appear before us this afternoon, and they will be coming up after the first half, which is scheduled to start -- the second half, scheduled to start at 3:30.

Those persons are, and I hope I am pronouncing the names right, William Pappas, Carmelo Rodriguez, Professor Jeffrey Mallow, Carl Elder, Don Hosslar, Bettye Lewis, Rachel Ralya, and Austin Doherty.

Those are the eight persons who have requested to appear before us, and those persons will be scheduled at 3:30, after the first part of the afternoon session.

And we will now start, again, with Mrs. Lois Mazzuca, who is president of the National Association of College Admission Counselors, Rolling Meadows High School, and Rolling Meadows, Illinois.

Mrs. Mazzuca.

PUBLIC STATEMENT
BY: LOIS MAZZUCA

Thank you.

Thank you and good afternoon. I don't know how good it is to speak right after lunch.

If it was an excellent lunch, you are going to be a little bit sleepy.

If it was not a good lunch, you are going to be thinking of that next meal.

One correction, if I might, for John Malandis, who is the current president of the National Association of College Admission Counselors.

He will beat me up the next time I see him. Right now, I am president elect.

When I was called to do this testimony, I really scratched my head and said, "They had to be crazy."

Where do you begin addressing a topic that you spend your life's work.

So being somewhat in doubt as to where to begin, I asked the students. I called them in and we had a few different group sessions.

As I reflect back on the writing of the testimony that I have submitted, I guess what we were really talking about is this transition process, is that we are talking about a passage to another stage in life, and I think sometimes we tend to forget that.

And what's before these youngsters, at a most complex and confusing time, is that they have to ask some questions that they don't have the vaguest idea about.

The phrase that I use about our students is that they come into our offices and they don't know what they don't know. They are asked to make some choices about what college they are going to attend from pictures in a brochure; to choose a field of study that they are going to enter about which they know nothing; to fill out form after form and deal with acronyms that we have all invented.

Now, on top of that, they are doing

that during a time period of economic uncertainty. They are doing that during a time period of economic cutbacks. There are doing that in a time period where as you look to the future, jobs, as a 20 year future, really no longer exist. And we are asking them to ask themselves an awful lot of questions which we really don't have many answers to.

Now, once upon a time, I used to believe that we could take this whole transition process, this whole decision making process, and divide it down into two categories. The two categories are educational and social and personal, but I added a third dimension to that.

I am suggesting that financial consideration plays an equal part.

So I am suggesting that this whole decision making process takes into account educational decisions, social and personal decisions, and financial decisions.

I happen to believe, as a practitioner in the secondary level for a number of years, that the secondary school plays the most important part in this whole process, as the scondary school must begin the process early on in the freshman year,

continue on to the sohopmore year, but really take it home with those students in that junior year. But we must recognize it during that junior year that students are no more ready to begin that process than they are to pilot an airplane and practice law. But we have to lay the groundwork in terms of formalized guidance sessions, sponsoring college nights, brining in college reps for them to chat with, and hopefully, we are creating a towrope. And why are we creating that towrope? Because hopefully, we are going to bring those students to ask questions or to deal with questions dealing -- pertaining to access and choice.

I suggest there are three questions that we have to ask students to ask themselves. Number one is what do I think that I want to do, what am I capable of doing, and what is out there in the job market?

In addressing these questions, we are asking juniors to take a look-see at the existing possibilities for a career; we are asking them to assess their individual strengths and weaknesses, their courses, their test scores, and their rank in class.

As we move through this process, we

begin to determine priorities that will meet the students needs: What schools will accept them, the distance from home, the size of the institution, private or state supported, major fields of study, type of student body, and finally, cost.

As we are working through this phase, we must keep in mind that we are dealing with an age group that has very high hopes, but the reality of the process has not begun to set in. They are not ready enough to be scared.

The readiness level begins in the transformation that I suggest occurs in that ten week time span from the end of their junior year in high school and the beginning of the senior year in high school, when they walk into their local high school and pick up their schedules. And unfortuantely, this is the time of the year that the counselors really aren't around to help them, and all of a sudden, they are asked by everyone, "What are you going to major in? What college are you going to? What are your plans for a year from now?"

It is at this point that we enter into phase 2 of the process. Students are no different from the rest of society in that they

create their own perceptions and their own mind set. Will they fit in on a particular campus; will they be accepted? They have created a fantasy of what room in a dorm they will occupy. They have created all types of fantasies. As students are working through this breaking away process from home, they have mom and dad entering into it, and they are dealing with the other side of the coin, which is, "Has my son or daughter looked at a school that's going to be accepted in the neighborhood?"

"Are they looking at the school that's going to be acceptable at the office?"

We have mom and dad dealing with one set of priorities and we have the student dealing with an entirely different set of priorities, and the individuals who are there to help them are both the secondary school counselor and the counselor on the college level. And unfortunately, we are in an era when those peoples' positions are being phased out, and without that proper support system, and without that proper program, through this student's whole time in high school these students really aren't going to be prepared to make that changeover.

Now, I happen to represent a high school district that has provided the resources, has the dollars

to get the services to students.

My concerns are, What about the vast number of high schools in this country that do not have the dollars, do not have the personnel, and are not providing these support services. And in the end what we are talking about -- we are not necessarily talking about choosing the right school or the right major. What we are talking about is the student going from one phase of life to another and giving them the kind of support that they need to make these decisions.

Now I have to go back to my phrase. When they come in our offices, they don't know what they don't know. And we are saying to them, "Make a decision about something you probably will not do five years from now," and then we expect them to make intelligent decisions; we expect them to make that transformation from the secondary level to college without any fears, without any concerns.

Thank you.

MR. FRANCIS: You are right on time. Thank you very much.

You may want -- I think we have enough room -- we will have enough room at the end

for questions if we go through each one this quick.

We go now to Ora McConner, Assistant Superintendent of Pupil Personnel Services, Chicago Public Schools.

Miss McConner.

Miss MCConner, would you give us one second.

I understand that Mrs. Mazzuca has to leave and there are questions of the Commission.

Are there any questions?

MR. CROSBY: Just one.

Other than you mentioning that our students are being asked to make some decisions which they are not prepared to make, did you have any other recommendations?

I noticed you said wait until the junior year and so forth, but did you have any other recommendations in terms maybe the school system or society or someone else should make some decisions as to maybe which field they should follow?

MS. MAZZUCA: I really believe that one of the greatest services that we can provide that junior or senior high student is to say to them, "You have permission not to know. You have permission

to be afraid. You have permission to be concerned.

And that the choices that you are making right now, you are not locked into them." But I think what is happening is as we move through the process, there is so much pressure from society, from the people at home, that whatever decision that they are making, those are not locked in cement.

And that's why I suggest that you need a strong support program and that support program really has to begin from the freshman year. So you are dealing with a total process in terms of making decisions. This is what was eluded to this morning, is that we have to teach students how to learn.

I think we have to teach people how to deal with the decision making process and it's not necessarily right or wrong, but what is good for them.

MR. CROSBY: I think that we have been accused from other countries that we waste a lot of time by letting our students make those choices.

What if we would look at their test scores at the eighth or ninth grade and we can determine what field they go into, you go into that

and you go into that.

And right away, we wouldn't be involved with the students making these decisions to fail or change careers four or five times.

Any response?

MRS. MAZZUCA: I am not so certain it's bad that -- if that's the right word -- that individuals change jobs four or five times. I am not so certain we are living in a time period where someone can decide I am going to go into this field and exist in that position for 20 years and retire from that position.

If you read my paper, I eluded to changing from something that has occurred in this country.

I believe that you have to educate our students in liberal arts type of education and give them a broader base and develop the ability to think and the ability to reason.

And I am sensing that we have been doing that.

There is nothing more frustrating than having a senior come into your office and say, "I am majoring in engineering."

"Why?"

"Because my parents told me I am not going to be a success or I am not going to make money unless I major in engineering."

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And that young man or young lady no more wants to go into engineering than the man in the moon, but they have been told that if you are going to be successful, you are going to major in business administration, and computer sciences, or in engineering.

MR. FRANCIS: Any other questions?

MRS. CAMPBELL: Are you doing anything at all in career aspirations at the junior high level, which is even a prelude to the ninth grade?

MRS. MAZZUCA: I would compare the ninth grade district -- the area that -- the high school district I have been employed by is the Northwest Suburban Area of Chicago, and I have -- obviously it's been a strong district, and so had the junior high.

Now, there have been some things going on in this district, but once again, what I am speaking to is an area that has money.

What is going on in the areas that don't have the dollars to provide the systems?

MR. FRANCIS: Any other questions?

(No response.)

MR. FRANCIS: Thank you very much.

MRS. MAZZUCA: I appreciate the opportunity.

MR. FRANCIS: I'm sorry.

There's another question.

MR. ADELMAN: I have a question from the other side.

Mrs. Mazzuca, how much have you found that parents know about what challenges and demands and what it takes for students to adapt to college life, and do you have any recommendations or suggestions for how we might prove parental understanding of what is happending to a kid once they -- during that period whereas you said in your paper, that span from junior year to senior year, as they enter college?

MRS. MAZZUCA: My first reply would be parents know very little about the expectations and what their sons or daughters are having to have to deal with.

I have found through the years that one of the parent information and the programs that we run, we invite parents in of students who are freshman in college who have just been through the process to speak to those parents who are going through

it for the first time.

A remark that was made by a parent several years ago, and I will never forget it, you go to the parents in the audience and he said, "Let me tell you something. When your youngster comes from a home in which there is love and support, this is going to be a painful and difficult process for all of you. But you have to give him that support."

And instantly, those parents were right in his hands in terms of what followed.

So you need that. You need those support programs for parents as well.

MR. FRANCIS: Once again, thank you. Ms. McConner.

PUBLIC STATEMENT
BY: ORA MC CONNER

Members of the Commission, participants, representatives, friends of higher education and secondary education, it is a privilege to be with you this afternoon.

I have been asked to address this commission as a representative of the Chicago Public Schools on the preparation of high school students for the transition from secondary to postsecondary education.

Before I make my remarks, allow me to introduce myself. I am Ora B. McConner, Assistant Superintendent, Department of Pupil Personnel Services and Special Education. I am responsible, under the administrative leadership of the Deputy Superintendent of Educational Services, for program planning and staff supervision of pupil personnel services and special education staff. Included among the pupil personnel staff are elementary and secondary school counselors, social workers, psychologists, truant officers, and teacher nurses.

These individuals directly service the Chicago Public Schools 442,827 students, 317,608 elementary, and 125,219 high school students.

This staff, numbering over 3,000 individuals, is directly supervised in the schools and administrative offices by 20 district superintendents, over 600 principals, and three educational diagnostic centers.

The Chicago Public Schools have become increasingly responsive to the needs of its students, parents, and communities. Historically, the American public schools, both elementary and secondary, and the American colleges and universities have

provided students the opportunity to achieve personal and business success through education. Although there is widespread criticism of American public education, both constructive and destructive, the assumption that each child has the right to a good education is generally recognized and accepted.

Also, it is generally recognized and accepted that the goal of quality education must be pursued through intense efforts in the areas of basic skills, adequate counseling, increased staff and service, and the elimination of tracking and ability grouping which is not congruent to the concept of a multicultural, pluralistic society.

The primary goal of public schooling is to provide a good education for all children. The fundamental right to a sound education is a part of our heritage with strong roots deep into our culture. Although variant conditions may serve as impediments to academic progress, no child should be prohibited from a good education.

Colleges and universities have a key role in achieving this goal. Although public schools have a responsibility to ensure student attaintment of basic skills, colleges and universities, as part of the academic community, share this

responsibility.

Access to postsecondary schooling should not be linked solely to test scores without regard to achievement within the milieu where children live, study, and grow. Again, I repeat, secondary schools must provide students opportunities to master basic skills and attain a comprehensive, balanced education, while colleges must build upon the strength and fill in the weaknesses of students accepted for admission.

An analysis of the plans of Chicago Public School seniors reveals some interesting observations. In reviewing the statistics from 1976 to 1981, we see that the percentage of students planning to attend college full time has decreased from 40.1 percent in 1976 to 33.6 percent in 1982, a difference of 6.5 percent.

Even more enlightening is the corresponding higher percentage of students who do not intend to continue their academic pursuits, either in a junior college or other training programs.

In 1976, 21.2 percent indicated other academic full time attendance. In 1982, only 10.7 percent indicate this option, a difference of

10.5 percent.

Twelfth grade enrollment has declined from a high of 23,587 students in 1976 to 20,136 in 1981. The attendance rates of the general high school in Chicago, after a five year decline, are anticipated to rise in 1982 to 85.5 percent. In 1976, the rate was 85.08 percent.

These statistics have a serious implication for both secondary schools and college institutions. Not only are fewer students entering our school system because of a decline in birthrate, but few students who have completed graduation requirements are planning additional postsecondary education and training.

Of the students planning to enter college in September, the greater majority is academically strong and able to pay the high cost of postsecondary education.

I'd like to share with you an instance from a current letter, which I received from one of the institutions from which I graduated, Boston University. And under their admissions update material, they indicated that at this time, this is 1982, applications are 5.8 percent behind what they were in '81. They also indicated that the

persons applying, students applying this year are academically stronger than last year's applicants. Early returns on paid deposits are almost equal to last year's or higher.

The critical ingredients of college admission are contained in this statement. They are the increasing academic strength of freshman college applicants as measured by test scores and class rank and financial ability to assume college costs. What about those students who do not fall into these categories? Is there a college education in their future?

The Chicago Public School system is now reexamining its secondary school curriculum, and I have indicated in my paper some of the steps that have been made of the general superintendent to provide for what we consider a renaissance in education.

In preparing young people for college, cooperation between secondary and higher education levels in essential. An opportunity for dialogue addressing that cooperative role between representatives is necessary, and we had such an example with the college board on May 10 with their Project Equality.

We feel that this is a fine way in which

we are going to identify those competencies that are necessary for success. I will hasten on and pass a few pages because there are really two points that I wish to make.

One is that we have fewer children now going onto college, especially from our cities. Those children who are going are those who are academically stronger and whose parents are able to pay. The future, indeed, does not look very bright. In fact, it looks very cloudy for the minorities, who make up our city schools.

I would like to close by saying preparing students for college is costly, but can we afford not to pay the price? The price of a sound secondary educational program for all children would include well-trained teachers, better trained than the ones we now have. Most administrators we have were trained in the '40's and '50's, and they are operating like they are in the '40's and '50's.

Many of our high school teachers are at the average at the age of 40 and they were trained in the '50's and '60's.

The price of college is high, but think of the alternatives. Too few of the children

of the urban poor are going on to college. Although causes are complex and multitudinous, I have chosen to concentrate on two areas which present the greatest barriers to college entrance.

We do not exist in isolation from our community, nor can we be successful without the support of our communities which include businesses, industries, colleges, universities, other agencies, people, and especially students.

The Commission is to be commended for conducting the sessions and for their concern that all students continue to have access to post-secondary education and to successfully make the transition from high school to college.

Again, may I express my pleasure in addressing you today, and unfortunately, the Board of Education is having its board meeting, and I, too, will have to leave very soon.

MR. FRANCIS: Well, if you just stay where you are I am sure there are some questions.

MR. SOMMETT: I am a little bit sensitive on this subject, because I was trained in the '50's, too, and I am a teacher.

So often -- I am really being serious.

So often, we talk about the good old

days and how much quality was there and then I presume it refers to how good teachers used to be in the old days and at the same time, we think that something that was good 30 or 40 years ago is by now outmoded. And I am just wondering -- and then I have another question.

What's wrong with those teachers who were trained in the '30's and '40's?

MS. MC CONNER: I believe that the good old days are the good gone days; that we must be more future oriented as we look at the world of now and tomorrow.

We are into a world of information explosion, where we no longer have the kinds of jobs where muscles were demanded and that no longer do we have the kind of young people in our schools whose values are expressed in the same way. And most of us trained in the '50's and '60's, and I am among those, should be harshly criticized and retrained, if possible, because I, in my situation, and in urban schools that look so different from the time I was a girl. In terms of population, we -- 18 percent of our students are speaking -- do not speak English well. They come from a culture that is so different.

We have large numbers of Asians in our population, large numbers of Hispanics that are Cuban, Puerto Rican, Central American, with cultures we do not know and do not understand.

We have second generation, third generation Blacks in our communities whose morales in life and whose values are different.

So I speak to those of us who teach, and I always said that I was trained to teach the middle class white girl, not even the middle class white boy.

I said that those of us who teach as we did in the '50's and in the '60's need to be retreaded, retrained, or removed.

There are lots of things wrong with our high schools. What it comes to is not only the competencies being taught but the kinds of values being perpetuated. In relationship to vandalism, the cost of vandalism, the cost of undisciplined behavior, the promotion of those kinds of values that deal with trend and competitiveness.

MR. SOMMETT: You are not saying that teachers are promoting those values?

MS. MC CONNER: I am suggesting that teachers are putting their heads in the sand in many instances.

Yes, I think, sir, indirectly perhaps, I am.

I am not referring to everybody. I said those of us who have not changed.

MR. SOMMETT: Well, according to what you said, you would remove quite a few, but I am wondering -- see, to me learning is so dynamic that a teacher that you are training today, according to what you are saying, most teachers should not stay longer in teaching than 20 years at the most, because society changes, everything changes, and I don't agree with you. I think that good teachers made the necessary adjustments to society in which they live.

I don't think that there is something so peculiar about a Black child, because I work with Black children, that I don't understand because I came from Czechoslovakia.

I think that I understand Black children. I understand Latin American children. I understand Chinese. And I am not saying that all teachers do. I am just saying that teachers, generally, will make the necessary adjustment and accept that.

MR. CROSBY: Coming back also to your comments in regards to teachers probably being out of tune,

as we are talking and also in your paper, you make reference to some students in our school systems.

Now, my question is kind of personal. Now, as you were referring to teachers, is Chicago doing anything now in terms of retraining or retreading or to change or at least make the teacher aware of different attitudes, different perspectives, different expectations, and so forth, in order to handle this new generation of students that we have in the classroom?

MS. McCONNER: Chicago would like to do much more than it's now doing. We do have a very dynamic new superintendent who looks at the world and not at the city, and she looks at all people.

She would very much want to be able to do this and is investigating every possibility of providing renewal, but we suffer very much this constraint of the budget.

We have a very strong teacher's union here with requires that staff development time is pay time, and we are now wondering do we open our schools in September?

The desire of leadership is there. We have a long distance to go, and we don't see the resources that are needed to take us there.

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MR. FRANCIS: Any more?

MR. HADERLEIN: In your counseling, what kind of leadership do you have for your senior students that are going into teacher education?

MS. MC CONNER: Our students -- we look at -- we have -- I find it very difficult to answer that.

I will say first, to answer that question, we do consider career counseling as a strand that goes through the elementary through high school level. We have an elementary school counselor who is in a school from 5 to 700. We have one high school counselor for every 450 high school students. Our schools have been cut back to the point that there is almost no assistance than of the teacher and the principal.

I feel that -- we do have a survey of what we call plans of high schools. We do have good curriculum that's written. We have a large percentage of our students planning -- 40 percent planning to go onto college. The last time we looked at the survey, which was last year, it was something like 12 percent said they wanted to go into teaching. Others preferred business and other kinds of opportunities, so it isn't production.

Thank you, again, for this opportunity

and I am a teacher. I believe in teaching.

MR. FRANCIS: Thank you very much and I am going to ask Mr. William Kinnison to make his presentation, and we will follow the same course. We will take five minutes of questions so we will make sure that everybody gets represented.

PUBLIC STATEMENT
BY: MR. WILLIAM A. KINNISON

Dr. Francis, members of the Commission, ladies and gentlemen, I appreciate very much the opportunity to be here and be taken out of line early, and I hope the other presenters are not disturbed with that privilege.

I also want to thank you very much for holding this hearing on the topic that is of concern to all of us today.

I am here actually wearing three hats. Having served on the Ohio Commission on articulation between secondary schools and Ohio colleges and universities, I'd like to suggest that some of the ground you are covering, we have covered and hope you have a chance to look at the report.

Secondly, I am president of Whittenberg University in this region, a small,

Lutheran college, and I think today that I would like to make an appeal on behalf of liberal arts.

29 And I am here also representing the Commission on Higher Education Issues on which I presently serve as a member.

And I submitted earlier an eight page statement which, I believe, you have, and I had to write that statement before the Commission on Higher Education Issues had their final meeting last week on the draft, what they are really going to recommend.

So in addition to my writing a few points in the paper which I submitted, I wanted to at least outline the agenda for higher education, which is emerging from the American Council on Education Commission on Higher Education issues.

Four points I would like to discuss are in the written testimony, which I gave you, are these.

First, the absence of effective channels of articulation between secondary schools and postsecondary education programs. Second, the confusion of college and university admissions requirements, but more personally, the absence of any clear indication for most postsecondary

institutions of what it takes to get out. Not only what does it take to get into the program, but what does it take to get out, and I think there is a greal deal that could be done to improve the situation if there were more data in that area.

Third, the emphasis and the need to focus not only on the lead us concept but upon competency in a democratic society. It seems we always divide in half, and half of us advocate competency at the expense of democracy, while the other half advocates democracy at the expense of competency. What we really need is a commission to tell us how to proceed toward a competent democracy, not letting us off the hook on either point.

The fourth is the need to preserve and strengthen and build upon the diversity and the autonomy upon the post secondary institution that we have in this country, but finding a way to insist upon clarity and still even preserve the diversity and autonomy.

Speaking for the Commission on Higher Education Issues, it appears that our report will be composed of three sections primarily.

First will be a rather brief agenda for higher education and its responsibility for the problems concerning yourselves followed by two sections, one on specific actions for colleges and universities to take and enhance the quality of their programs and then a third section on specific actions that need to be taken to finance quality education.

So I might take the remainder of my time just to sketch the ten items the Commission on Higher Education issues would like to put on the agenda for all colleges and universities in the United States to consider.

Now, I will try to do this very briefly and I hope you will assess the actual report before your deliberations are finished.

First, higher education generally must complete its transformation from an emphasis on quantitative growth to one emphasis on qualitative improvement and the establishment of a willingness to accept first-rate work, even at the higher education level.

Second, higher education must take the lead in accelerating many transformations of the United States from earlier forms of its economy

to one that emphasizes high technology. Third, higher education must take into account society's need to get into a college or university, its geographic area and its own constituency as part of its wider responsibility to society.

Fourth, higher education must work toward making the United States a nation of educated people. In doing so, colleges and universities should focus attention on the importance of human capital investment in the nation's economic-social culture and political well-being.

In pushing for this goal, higher education must be concerned at equal measures with the education of youth and adults. This includes working with the elementary and secondary schools more effectively and striving to harmonize common learning with professional and social education.

Fifth, higher education institutions must establish high standards for admission and performance and in the process must expect more from their students.

Sixth, higher education must take on the responsibilities of helping direct the knowledge and values of American youths. The problems

of American youths are well documented and colleges and universities must consider their programs in light of the difficulty with young people in our society face. Special attention must be given to young people derived by personal circumstances to help them become better qualified for higher education. Institutions cannot pretend that all youths arrive for college fully informed and prepared to go on.

Seventh, higher education must not only reaffirm its commitment to advancing equity and all its forms, but should also be more responsible by pressing for educational opportunities for minorities. With 38 percent of the population projected to be classified as minority by the year 2000, the magnitude of the task before higher education becomes very, very obvious.

Eighth, higher education must take the affirmative steps to ensure the differences among institutional categories that are more precisely articulate. The diverse nature of America's population requires diversity among its colleges and universities. Colleges and universities have a first rated distinction among them and all attempt to appear the same.

Ninth, higher education must internationalize its programs.

All projections point to rapidly increasing world inter-dependence, essentially placed on the United States. The placement of foreign students for languages and international components of most curriculum must be rethought and higher education institutions must direct their efforts toward what their students are to become.

College and university programs must reflect the future and place the student in that future.

It will take a great many more words to describe those ten steps, and, again, they are described in my testimony.

Thank you.

MR. FRANCIS: Would you stay for a minute more?

Are there any questions?

(No response.)

MR. FRANCIS: I assume that you will see that we get a copy of that?

MR. KINNISON: We had a meeting last week to put it in its final form. It's now being edited.

I am sure it will be available for you.

MR. FRANCIS: Any questions from the Commission?

MR. HADERLEIN: I would like very much to have a copy of this report. I am sure we will get it.

In your prepared statement, there is a -- to me a mysterious remark that principals require a greater degree of governmental restraint in education as indicated in recent years.

What do you mean?

MR. KINNISON: It will take another eight pages to explain what I mean.

I think I mean by that that in too many governmental solutions that I participated in, they jumped to hasty conclusions.

We don't get the entire picture of all the different types of students and different types of institutions and different types of circumstances. And often the governmental solution is too simple, too regular, if you would, rather than being broad enough to encompass the great diversities of students, teachers, different states, different communities.

MR. HADERLEIN: In other words, are you against

the intervention of government principals?

MR. KINNISON: No, I am not against government intervention, just the way they intervene is what I am saying, I guess.

The way in which they intervene does not appear to be solving the problem.

MR. CROSBY: I notice also in your paper that you listed that by and large, there should be greater cooperation between administrators, teachers, faculties, and the administrators of colleges.

Are you aware of any programs at which there are greater interpretations and also you mention that there is no reward system for that.

What reference do you have in terms of the award system? Is there such a cooperation that you would consider ideal that exists?

If not, what would you consider ideal measures?

MR. KINNISON: I think there is an ideal interpretation in the relationship of high school counselors and college admission counselors as represented in the organization.

The first of this information is the association of college admission counselors. I think

that plan is reasonably good articulation between counselors over the years.

There is not very good articulation between teachers of English, between teachers of mathematics, and neither the reward system for the public school teachers that the college or university -- the process for recognizing and giving such recognition to effort in that direction.

MR. FRANCIS: Okay.

Anything else? Any other questions?

(No response.)

MR. FRANCIS: Thank you very much.

MR. KINNISON: Thank you. I appreciate being here.

MR. FRANCIS: I want to know -- there is one other request for a change in the scheduling, and I wish to honor this again by asking the help of the other presenters.

Dr. Oscar Shabat, Chancellor of the Chicago Community College System, please step down, and I understand you have to leave. So we will be having questions of Dr. Shabat right after his presentation.

PUBLIC STATEMENT
BY: MR. OSCAR SHABAT

Thank you. I pronounce my name Shabat.

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As you indicated I am the Chancellor of the Chicago Community College System in Chicago, a system of 100,000 students, eight colleges, about 450 outposts with programs that rank from literacy through the associate degree and including a growing and a vast program in adult education, in which program many people beyond the associate degree are participating because of their interest.

As I read the title of your Commission's hearing, it seems that what you are after is that articulation among the various levels of the educational system.

I want to see whether or not I can, in this space and time, give you my perspective and highlight a couple of key things.

You have my paper. It was only four pages. I am sorry it wasn't at least five, but I could talk about any item on that paper as you gather.

I call attention to the major, specific problem that confronts our city colleges

here in Chicago, and I will dare say that those are the problems that face the big city community colleges throughout the country.

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I know, because I am with the 18 chancellors and presidents who enroll a million and a half students in the community colleges, and we meet at about every three months. And many times when I go to a meeting, I don't think I have left home, because there is great value that comes out of the cost of organizations and through the discussions.

I will talk about the adequacy of our teaching staff. You heard that from Dr. McConner regarding many public school systems, the reform that is needed for our general education programs, the admissions and exclusion standards, coming a little closer to what you state in your paper, the student nutrition rate, the need for additional funds to support or to provide support services for our many disadvantaged students.

I am not going to go over that.

I want to say that we are an open door college and we have been since 1911.

That means that any high school graduate can come to us and any adult over 18 as a

special student, who proves themselves and they can participate in the college level work.

The open door is under great fire, under great attack, and properly so, because a number of us who have been in this movement, community college system, have made it that way.

I want to indicate though that the open door is founded on a very basic democratic principle.

Whether it has to do with competence, I don't know, but I am saying that this is -- it is our task in the public community colleges, as it has always been, to provide equal educational opportunity, postsecondary opportunity, and that means that we will take the people I mentioned. They may not be able to get anywhere else into any other place, given the elective standards for admissions.

We are open door and we are proud of it. And though things are happening that seem to be calling for a closing of that open door, I think that things that I see happening -- I think that we should keep it open and we are doing things to get the support of tax payers, citizens, voters, legislators, toward this end.

Putting it differently, if they don't get a chance to come to us, they don't go anywhere. And if you believe in democracy as I do, present day democracy and future, our people must get a chance. And while a lot of them look pretty dumb, they are for the most part made that way through our educational system and other social pressures, and they are not dumb. They can learn. This is what we have discovered through the search we have been doing and through experimentation.

Various sources -- let me give you an example. If you go to the college classroom throughout the country, 20 percent of our students are not doing anything else than what has to be done to get their A's, B's, and high C's, maybe B plus or I should say B minus.

We are moving toward making that 85 percent without changing the objectives, the purpose of the courses, without changing the size of the classes or the length of time -- class time that students take.

And you have read about this. We have as our consultant Ben Bloom, who is very close to us, and though he thought that mastery learning

is a technique, not a panacea, just as technique teaching would be very,very useful for the common school and perhaps exclusively.

He now knows that the community college is a wonderful institution for the application of technique. We are making great strides, but that's only one approach for the first problem, the adequacy of our teaching staff.

Many of them are not adequate to the job. They came at a time when we had different kinds of students, at least more of them. One gentleman on the panel said that the good old days of the '50's and '60's. They weren't so hot. I was there teaching too. They weren't that good, but many more students are appearing today like the relatively few of the times that challenge us.

Now, the teachers who come in with their masters and doctorates and expect to teach liberal arts and science and think that they are facing proper students are the ones who are very upset, and they should be.

They are out of tune. Now, it's one thing to say this and maybe even make it into the form of an attack, and I am not here to even attack

the high schools, let alone the elementary schools. I don't do that. If I cut them, I am going to bleed.

That doesn't mean I want to cover up anything but when you get EMH students -- you know what EMH means?

When you get high school diplomas and they can come to us they try to get in and they do get in, there is something wrong.

Educable Mentally Handicapped, EMH. Something has got to be changed, and we are changing it. What are we doing?

For one thing, the open doors does not mean open entry into any program anymore.

We let the bars down. Anything went in the early '50's and late '60's. With the student, we were part of that, and we gave way. We just didn't know how to stand firm. It was a popular kind of thing to do, maybe just keep your survival. We were afraid. We were intimidated.

And so students could come in, take anything they wanted to, stay as long as they wanted, and we even put some frosting on the cake; no pay policy.

That's gone. We have done away with that. We are tough in admissions in the sense

that you come in, you are tested, counseled, and you are placed in a proper program, though tight in the amount of hours you take.

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If you succeed with all the support we give you, fine. If you don't, academic probation; next term; explusion.

We are not going to waste the tax payer's dollars after we have given you every chance we can. Yet, we know that we don't know enough to give everyone the kind of chance that they need.

That's the thing that makes us feel troubled. We now know, for example, as a result of experimentation -- I am going to leave. This is the research that just came hot off the griddle, and we are doing it in Chicago, not with much help from the universities.

For one thing, we are not getting the kind of trained teachers that we need. Maybe that's the complaint also of the college. On the other hand, we are not getting the kinds of students from the common schools that we need, because many of our students are remedial, downright remedial.

They do not have the common skills.

They don't have self-confidence, and as a consequence, failure has been very high.

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We are working on cutting down the eviction rate. We are having success. We are working on parenting, especially with the elementary school children, so that the parents and the child can have more self-confidence and learn to read, or to put it differently -- please bear with me I will come to an end very quickly because I have gone too long.

MR. FRANCIS: We want time for questions.

MR. SHABAT: If I go on too much more, then you will have more questions than I have time to answer.

If our common schools don't teach our kids how to read by the time they come to us, it's going to be a very, very difficult role in the future. There are cognitive skills, reading, writing, numbers, listening. That is the basis. Everything else, fine. But how much of it can you establish as real?

That's going to be asked more and more. We have got to teach these people how to read, and we are spending an inordinate amount of time, and our monies to do it.

Now, that doesn't mean that all you have to do is tell Secretary Bell and the legislature and the president to give us a lot of money and that will solve it. That is not going to solve it. There is some money, not in large amounts, but money necessary to go after those very promising leads regarding teacher effectiveness, student support, because we are dealing with a very tough group, the remedial group, many of them minority people.

We have got many obstacles to hurdle. We are having success. We need a little more money. We need money, for example, and I think this should be national, to reform, to enable us to have a renaissance of our general education, that common learning area for all students, although differentiated because of the background and also the purpose, the goals of the students.

These are the things we need most of all. We are working hard to try to retread our teachers, if done in a voluntary basis, because we have tried -- we have a militant union too. We have tried compulsion; it goes nowhere. What we need is to show the teachers that they can feel more comfortable, they can have less doubt and anxiety

about themselves being unable to communicate with the kind of students we have, not the kinds they may dream about.

These are the words. This is reality, and people have got to get with this.

I think we can help, but there are students who come to us and read below the sixth grade level; below the sixth grade. A tenth grade reader is like a genius with us these days. Those students who we allowing to come to us in an open door, but we are going to put them into a program below the college level and give them all the help that we can, and if they succeed, they go up, and if they don't, our standards, our grading policy, our probation and explusionary policies will be ineffective.

We mean business now and we need help for all levels and order to see to it that we help solve this problem.

I don't think I will live long enough, and many of you may not, to be able to see the remedial problem, as far as reading is concerned, solved in the common school, but I would say this:

One can teach one, and more than that, they should give to the common schools most of their time early on to teach these basic skills.

If they don't, then we will be here again next year or five years from now and you will hear that same problem or maybe it will be worse.

MR. FRANCIS: Thank you.

Are there any questions?

MR. GOLDBERG: I know you said you didn't want to be too critical of schools that come before you because you didn't believe yourself, but your paper does say, and I quote, "No longer do we receive high school graduates who come well prepared."

MR. SHABAT: Not many.

MR. GOLDBERG: What I'd like to -- you have been in the business a long time?

MR. SHABAT: 40 years.

MR. GOLDBERG: Why do you think that's the case?

MR. SHABAT: Because we have come to accept mediocrity and permissiveness in our pursuits over the last number of decades, and they have taken their place. You can get away with it. The schools have been responsive and sensitive to that set of demands, more than any other social institution, maybe even more so.

We do not in the colleges, but I think

we have seen that we have lost our integrity more and more than we can afford to.

We are not going to get the support. We have, in fact, supported institutions, and we are going to continue. We have got to get the change. You know, there is a no-fail policy in the common school. They call it social promotion. It goes back a long time. You paid a price for that. Then, of course, the kinds of teachers you get, that's the key to it all.

The teaching staff is the heart of the institution and the university, and don't think that it is all taking place at the university.

A lot of things take place at the university level. If you have been in a university, then you have been experiencing some of that, and the same thing goes on in our institutions and below.

It isn't a matter of the blind leading the blind. That's been true too long.

MR. HADERLEIN: What do you do about your lousy teachers in your community colleges?

What do you do about them?

MR. SHABAT: First, you can't fire them because there is a thing called due process. So what you do

as we have been trying to do, is to appeal, and so far we have an 18 percent -- and Ben Bloom tells me that when we get to about 50 percent participation and our conferences, in our mastery learning workshop assemblies, in our veteran's program, in our in service training, it's very possible that we will be a huge success.

What we are trying to do is to appeal to the professionalism in the teachers and there is a lot of them.

I have a lot of good teachers to see whether or not we can help others see the light and move along. Compulsion doesn't do it, and in the first place, you can't let them out, so you keep your thumb up their nose, and that's that.

It's a hard task.

MR. FRANCIS: Any others?

(No response.)

MR. FRANCIS: Thank you very much.

Now, Mr. Theodore H. Brown, Assistant Principal, Hales Franciscan High School, Chicago, Illinois.

PUBLIC STATEMENT
BY: MR. THEODORE H. BROWN

First of all, I'd like to say thank you for having me, and I'd like to first talk a little bit about the point of view that I represent a school system that is often the forgotten system.

It's the Catholic School System of Chicago, and many times, people forget that we, too, are out there and suffering from the same problems, budget, quality of students, quality of teachers. Those are the same problems existing in the Catholic School System.

However, we have one distinctive advantage and that is that our ties from the secondary level are only, you might say, in a rather uninformal sense.

We work together, but we are not bound together by a board of education. This sometimes becomes a difficult problem, because we have individual boards of education that operate each school because each school in the meantime is owned by a separate religious group.

I come from a Franciscan High School on the south side of Chicago. It's an all Black school. It's an all boy school. Like many of the Catholic institutions in the city, we can boast that

an average of 80 to 90 percent of our students go on to college.

I consider that a meaningless statistic because we don't know how many of them stay there.

There is no way for us to find that out. We don't find that out unless they come back and tell us. So those types of statistics don't really impress me as far as what we are doing to say that we are doing anything better than anybody else. However, the other myth that I'd like to get rid of is that we are dealing with some kinds of different students than the rest of the school systems in the country are dealing with.

Many of our students are, believe it or not, -- in the Catholic school system today, over 50 percent are non-Catholic, and a large number of the students in Chicago are minority students who come from every imaginable social and economic level you can think of.

You will have to excuse me. I do have a cold. I am trying to fight it off long enough to get this done.

I think the important thing to recognize is that the Catholic school student is no

different -- the Black Catholic student is no different than any other student in the secondary schools.

I'd like to come right to some of the points that we have brought out and some of the other things, in particular, I think, and I am going to speak only from personal experience.

High school seniors, I should say, college students who come back to the school and kind of report it in about their feelings and the things that had happened to them firsthand.

I find that there is a drastic change in the style of learning for many students going to college. The style is completely different and this causes the problem.

I am going to try to cite what the students tell me their problems were.

They have to deal with completely different sets of values, social, economic, whatever. They have completely different levels of support systems to look to and sometimes they are intimidated by those new support systems.

I think probably the most startling thing that I picked up is that it wasn't that the course of study was different, it wasn't that they

didn't like the college, but they couldn't make the social adjustment.

Now, particularly for the Black student from a small school such as ours, it was very difficult to adjust socially to college life.

The programs, they expected them to be rigorous. They expected it to be challenging, but they didn't know what to expect as far as living in college, whether it was an urban college or a rural college. It didn't make any difference. One of the biggest problems for the urban student is going to a rural college or a campus living situation because for the first time they have to realize what self-reliance is, what responsibility is, even if it means whether or not I get to class on time is even more important.

I think admissions offices have to be a little more sensitive to literally what's going on there.

I remember my son going to kindergarten for the first time and I was told that he screamed all day and refused to tell them his name, rank, and serial number. It was mainly because he was traumatized. He came from a day care center with 30 students and his comment when he got home was,

"All those kids go to my school", and he was shocked.

I think you have to understand that a high school student too is shocked as well. He just doens't externalize it. He won't scream all day, but he will go to his room at the dorm and he will call home or he will try to look for some support to keep him, to say that, "I don't know how to deal with all this. I am not prepared."

So it is a trauma, and I think that is probably one of the things we have to recognize, and I am not saying that we necessarily need psychological staff at the university to help the pressures.

I think another thing a student learns for the first time is that he has to teach himself quite a bit. He can't rely on that professor or that teacher to be there when he needs him, to see him after school if he needs extra help. Those things are not going to happen.

Another thing is that the relationship between the student and the school is drastically changed. The high school is a regular home to many students and I can say for sure we have to throw them out of the building. They don't want to go home.

We are serving as parents. We are serving as big brothers. We are serving as fathers, and that's the relationship that is brought through to many educators.

You are taking the place of stability in the life and the responsibility.

Another comment, just referring back to the social side of the difficulty of social adjustment. A student came to me. He had been to college in Nebraska, and the nearest movie theater was 30 miles away, and he would go to the social events on campus. He found himself a foreigner, so to speak. He was not from the area. He had difficulty socializing. He said, "I was afraid to go to a dance because there were only three Black girls on campus and I didn't know what would happen if I danced with a White girl."

For him, that was a problem. That's why he left. And I think that it's important to understand that there are a lot of other reasons besides making the grade that also cause a student to leave.

I think most of our students, particularly minority students, discover really for the first time what a minority is in college. They

don't really know what this is until they experience it firsthand.

I was lucky. I went away to high school and I found out what minority was much earlier in my life. I think colleges need some kind of a basic training, like the army.

I am not sure what we are going to do with that. I cited in my paper a midwestern college here that has a type of basic training. There is a few weeks to get students ready to deal with a new way of learning, the new life, the new set of values and just about everything else that is new to them.

The school can do more to create some type of college, real college atmosphere for the senior student.

I know, and I think most people here can say that their senior year was one of the most boring academic years in their education and because of that, we waste away redoing and reteaching these seniors a lot of garbage that they really don't need anymore.

In most cases in the public schools, a student needs a couple more credits to graduate by the time he is a senior, so what does he do? We

let him fill up his program with educational inadequacies, or whatever it may be.

The consequence is that we are wasting valuable time in the school building and valuable room space that we could use for other things.

If necessary, I think we can do that with the present facilities without any new money, just a little bit of changing. And I think the high schools have to respond by giving some onset real life experience, and I think one of the most important points I like to make is I think that students today learn from experience.

We cannot get them to take it on fate. We all took it on fate, yet because he said it and he is a teacher, he is right.

Students have to experience, I think, today a lot more than we did. And they are used to experiencing things and learning through experience. So we have to respond to that as educators to get them to experience the things that they are going to have to deal with in the real world.

The high taxed society is pushing them into that direction. They are used to experiencing everything from war to economic problems to whatever,

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in their own living room, and I think that if we are going to answer to that kind of student in the future then we have to begin to teach him from the level that he learns best; and I think without going on much longer that the student today learns best when they do, and not when they sit passively with their hands folded and listen to lecture after lecture and speaker after speaker.

We have got to get together in the freshman year and continue on to the senior year in high school. We have got to come together somehow so that the transition is one of experience rather than one of shock and trauma.

I think I am going to call it at that.

MR. FRANCIS: We will take questions.

MR. CROSBY: It seems as though you are saying that there is a greater transition other than academic from the high school to the college.

I believe there are some colleges, and I don't know where, outside of my own state, such as Project Outreach, Upward Bound, where they bring kids in during the summer to experience college life.

Are you supporting that kind of a

program or another kind of program?

MR. BROWN: I am supporting that kind of program in addition to the high school doing something too. The colleges, some of them in Chicago, are doing an excellent job. This university right here, Roosevelt, and Illinois Institute of Technology both have very good outreach programs to get the high school junior to identify himself with campus life on a regular basis.

There are some colleges, one that I mentioned, like Concordia College has programs that freshman are required to take to get them ready to deal with the ups and downs of college life.

I think the high schools have to answer that, but I think more colleges should observe the need for that.

MR. CROSBY: This may not require an answer. How do we get a kid to assimilate the experience of being the one kid in a class of 500?

You don't have to answer.

MR. SOMMETT: How much of this kind of new experience, shifting to new experience is healthy?

I mean, we are almost saying here that every time there is a stage in our life where

we have to make changes, we have to have some sort of special preparation for it.

61 I mean, isn't this part of living and part of discovery, and in fact part of looking forward to this new situation without calling on psychiatrists to prepare us for it?

MR. BROWN: I think discovery is a lot more fun when you take someone with you that you know, and it really is.

When my son discovers something new, if he takes a friend along, he enjoys it just a little bit better because he can bounce off his feelings. You don't get a chance to do that today.

You are thrown today, I think, because you are moving so much faster and students are really catapulted rather than taken along in a more sensitive way. And I think in the past that has happened.

I think you have a family support system where other members had been to college and they were able to help the student make a transition, and that doesn't exist anymore.

The family structure is gone to pieces. There are a lot more single parent families.

MR. ADELMAN: In light of the fact that the Commission is going to be talking tomorrow morning to some high school seniors and some college freshmen, what questions, building off the motion that changes in style of learning, changes in values, the whole question of learning by shock or being dumped into the eyes of discovery, what questions would you suggest that the Commission ask the students?

MR. BROWN: Getting back to what the first speaker said, you know, that they don't know what they don't know, I agree with that.

The questions you ought to ask them is:

Why are -- what are their feelings about going to college? What do they expect to be there when they get there? Did they get an adequate -- do they feel they are ready to go into a college setting? Do they know what they want?

We know the jargon on that, but I am not sure they know what it means. Ask them to define their concept of what college is; whether it's going to be a lecutre hall like this; what they think it's going to be.

MR. ADEMAN: That's the senior in high school, but there's also people who have finished their

freshman year.

What do we ask them?

MR. BROWN: I would say almost the same questions, but ask them was it what you thought it was going to be and if not what was the problem for you if there was a problem.

If there wasn't, why don't you think there wasn't a problem; working in each of those specific areas.

MR. HADERLEIN: Looking at your statistics of the 80 to 90 percent of your graduates going to college, what degree of selectivity do you have in admitting students to your high school?

MR. BROWN: We give a placement examination, which tells you basically pretty much what an Iowa Basic Test tells you. And based on their achievement in elementary school and on this placement test, we accept the students. We generally ask that the student be no more than five months behind in reading, although we do take slower students.

MR. HADERLEIN: You have very few remedial schools or do you have any remedial schools?

MR. BROWN: Because of the size of our schools, we are able to take that many. The size is about

400 in population.

MR. FRANCIS: Okay.

Any others?

(No response.)

MR. FRANCIS: Thank you very much.

The next presenter will be Charles D. O'Connell, Vice President and Dean of Students at the University of Chicago.

PUBLIC STATEMENT
BY: CHARLES D. O'CONNELL

First, I want to thank you, of course, for the opportunity to appear. Secondly, I'd like to suggest that you tear up the remarks that you have. I think the quality of it has already been established, and I really -- I sound as I rewrote my remarks for this afternoon that they had a striking hollow policy about them, and I certainly did not intend that.

If we really believe in education, I think I have had something of an education today, and I found this morning's session extraordinarily rewarding. It seems to me that it is proper for a whole session to be devoted to the quality of transition in college admissions.

Despite all the problems we have heard and despite the unbelievable number of individuals

in making the decisions that are involved in the college admissions and short range transition process, it seems to me to be an aspect of education. It seems to be in better order than most, and in a sense, this is probably the result of some fund.

I think the remarkable thing is that we do as well as we do, and we need short range transition problem access. It seems to me that we should certainly heed Dr. Shabat's word, if that is indeed the goal.

The quality of the academic experience seems to still be the sort of thing that is worthy of concern. Two partial solutions were raised this morning. They were very small and very modest, but I would certainly like to reiterate support of the sort of things that were explained this morning.

More effective relationships between the faculty of higher education institutions and the faculty of secondary schools through the summer institutions, through work, through contacts. This is a phenomenon that simply has to be encouraged, and perhaps restored and enlarged in areas that were not covered in 1950's, and such things should be supported by the National Science Foundation.

Certainly, attention has to be paid to both requirements and standards, with a clear understanding that what we heard this morning is not the same.

I intend to come down, I think, on the side of Fred Hargadon in hoping for high standards and flexible requirements. It seems that all we have to do is look at the history of education in this country and realize that this one problem is amost inevitable.

But I would urge us to remember the importance of flexibility in requirements and not talking about standards now, even in the institutions like my own, which is obviously somewhat different from the 100,000 student institutions around the nation.

Students, on the whole, changed their fields of career interest and their majors.

Probably 60 percent of them changed it once in the course of four years, and almost 50 percent of them changed it more than once in the course of the four years. So that when we talk about holding a transition back and in holding our counseling back and moving the kind of career choice patterns back, I hope we don't lose also the

opportunity for people, as they learn more about discipline, to change their minds.

My present reading of it is that scientists choose their careers very early in life, and that the realm of social scientists of the world and the commissioners of the world and the statesmen of the world probably didn't know at the age of 17 that they wanted to go into science or sociology, because it was in higher education that they learned about these new things.

Like everyone in the room, I suppose I have a special concern.

It was alluded to, I think, in a way by Clif Sjogren this morning in reference to the quality of secondary school teachers. And my concern, of course, is that the quality of teachers in the colleges and university levels, not so much now, but a decade from now or eight years from now, will increase; but I see it happening across the board in all arts and sciences.

The phenomenon was described by Cliff Sjogren this morning.

It may be an artificial way to approach it, but it's as good a way as any. In 1974, 58 percent of Phi Beta Kappa graduates at the

University of Chicago, which, I guess has a reputation for that kind of teaching, went into graduate work in the arts and sciences.

Last year's population got about 30 percent going into the same fields. I think this is true. I know it's true as many people know it's true at other institutions.

It seems to me tnat we are faced with a problem.

People in college today are being trained off into the business law and medical professions, which, of course, your sponsor, Commissioner Bell, described as saleable skills. He spoke on the subject some five years ago. I am worried by that because at the same time, it's been coupled with publicity about the glut of Ph.D.'s.

Why should we turn out more Ph.D.'s if we already have so many.

What I really fear is that seven or eight years down the road, we will have any number of Ph.D.'s applying for any job that is open, but no real quality help represented among those hundreds of Ph.D.'s.

That is why I welcome, particularly,

the foundation's announcement about six months ago of a major program to support fellowships in the humanities on a national basis.

I don't think we can simply turn to the federal government again on things like that, but we have -- but this Commission does have weight and it does have authority and it does have influence. And I hoping that the plight of the teaching profession in the colleges and universities of the country eight or nine years from now is a matter of concern to you. And I think that perhaps there are other associations with services of support so that our Black students are not all together going into the major profession of business law and medicine

One final comment, and that is:

It seems to me that the house of higher education has many rooms. We have also learned, it seems to me, that there is excellence in some form, some really perceptable form in almost all of those, and the excellence that you would find in MIT or concerned about a very, very important, very special problem. It is not the kind of excellence, but it is the moral or social ladder of excellence that can be heard all over the country.

And that leads me to express a pious

hope that when this Commission comes out with its recommendations ultimately that they do not forget the rhetoric of innovation of products and sweeping recommendations that will start the world going.

My impression is that it has been tried in the past, but it was done by the Newspaper Planning Committee in its innovation. Commissioner Bell said in 1975, when he talked about liberal arts colleges as letting students go like lambs into the lion's den if they had graduated with only a knowledge of Freud and Hemingway and Aristotle and did not have a saleable skill. That sort of criticism, I think, is the most sweeping form and does the most separate harm. It creates the kind of cases against colleges in which these colleges are judged on how much the salaries are of the people who go to college as compared to the salaries of those of us who don't.

I think ultimately what we need is a very large set of finally tuned recommendations, probably directed against the various segments of higher and secondary education, a piece of which leaves room for questions of a great deal of excellence.

Thank you so much for allowing me

to talk. I am very grateful to have had this opportunity. Thank you.

MR. FRANCIS: Are there any questions of the Commission?

MR. HADERLEIN: Well, you just touched on a real basis of a fundamental factor when you talked about dealing with excellence, and you agreed with the fundamental that you cannot have excellence in the classroom without excellence in teaching. And then you touched on the plight of the teaching profession in eight or nine years coming down the road, and we know that.

What advice can you give us to help solve this problem that we know is out there and going to be with us?

MR. O'CONNELL: You have more money than I and you have a great deal more influence at the Commission. It seems to me the foundation had agreed that the way to deal with that remarkable program of national colleges and to readminister it.

I think you can give -- focus attention on this problem. You know the way that those individuals and those institutions can practice, and it seems to me that our foundation and others are always saying let the government do it. But, of

course, we would all be happy to let the government do it. The plain fact is that there are sources of hope that seem to apply to this problem, and if it is drawn to their attention by a national group and not by an institution, they might be very interested.

MS. CAMPBELL: You are looking for those teachers across the board, because that could costly drain off in the area of engineering.

I read in your articie that perhaps a matter in which we could do that, both at a secondary and at the college level, would be to give an incentive in terms of compensatory rewards.

What kind of precedent does that set when it starts happening to humans?

MR. O'CONNELL: Well, I talked to some secondary school people who feel that it's inevitable that the secondary school -- that it's inevitably going to happen just as it always happens at universities.

I don't think any of those universities know that. In a sense, I think it's almost natural.

Differences are going to be created, it seems to me.

I don't know. I read something the other day that made me think. I think there will be a

topping out of the great demand for some of these professions that now seem to be luring our very best students.

We have four graduations at my university in June because we can't all fit in Rockefeller Center at one time, and I have to go to all four.

And the only one that really impresses me is the one that is reserved for the MBA. And unless you take over, that number is going to keep multiplying by 35,000, and it is little wonder how far the graduates of our colleges are, not just, you know -- they are human. They borrow money to go through college. They see a two year program with a beginning, middle, and end, and $35,000 at the end of the line. Meanwhile, those are the students who seven or eight years ago were going into physics and chemistry and economics. And we must recapture a portion of that, not for business.

MR. CROSBY: You sort of corrected an earlier statement, but I still want to get that back, because you were talking about Ph.D. and there being so many of them. But I think you have to look at that as something that being relative, because so many

things are increasing.

I would hate to be existing at this point with the same number of M.D.'s that we had in 1950, if we kept that same number now, because of the increasing population and other kinds of things.

Now, I think we have to weigh that sometimes because it may not be so much that there is a brain drain in some professions, but some professions are becoming obsolete and they are moving into another area.

Another thing is I am just wondering from the same concern, and I keep hearing this. We had more men in college back around that time and we are talking about lowering the standards. It seems to me like they are saying that there are more women in college and doing better.

Are we saying that we better get rid of these women and --

MR. O'CONNELL: No, no.

MR. CROSBY: I just want to be sure, because we are going back to the good old days when we were taking all the men out of college.

MR. O'CONNELL: Can I just add something?

One other thing that strikes me, and I

have no scientific evidence for it, is that I watch students who are going on for graduate work to the arts and sciences, and some of the brightest women are doing it.

It is not necessarily our Phi Beta Kappa men, but I think maybe they feel that some of these women own this. I hope that's not true, but it also means that eight or nine years from now, in fact, we are going to have some well prepared bright women teaching, and that's one silver lining I see in the cloudy sky.

MR. FRANCIS: Any others?

(No response.)

MR. FRANCIS: Thank you.

MR. O'CONNELL: Thank you.

MR. FRANCIS: Our next presenter is Mr. Arnold Mitchem, Director of Equal Educational Opportunity Program, at Marquette University in Milwaukee, Wisconsin.

PUBLIC STATEMENT
BY: MR. ARNOLD L. MITCHEM

Thank you, Dr. Francis.

It's a real pleasure to be here. I would be less than honored if I didn't tell this panel that the remarks that I am about to make this

afternoon are inspired by three things.

First, the social and political climate at the moment, the impact it is having on our society, and education in particular; and particularly on the whole nation and concept of equal educational opportunity and higher education.

Secondly, my remarks pour out of experience of 13 years as Director of the Educational Opportunity Program at Marquette University.

In our program, we work with the so called disadvanted youngster, and both the retention rate of 57 percent of those who are either there or graduated and 30 percent of those students have gone on to graduate experiences, including Harvard, Stanford, and Yale, et cetera.

And finally, by conviction that the notion of excellence must support the drive for equality if the need be presented.

So, having said all of those things, let me begin with my remarks, which is essentially a synopsis of the statement which I sent you.

Concerns about excellence in American education had been voiced for years by those who worked with minority, disadvantaged, and non-college

students.

77 Much of our work with these students must be focused on academic preparation to compensate for earlier deficiencies in their educational experience. The cost and time and resources to our institutions, as well as the student, would tempt us to echo Charles W. Eliot's, "Turn of the Century Complaint":

"Because of the lack of secondary schools competent to prepare their pupils for college, five-sixths of the colleges and universities in the United States maintained preparatory departments against their will and in disregard of the interest of higher instruction."

Yet, when we examine the recent history of American education, we find that the problem is not simply one of academic standards in colleges and universities. The expansion of secondary schooling provides nearly all persons with a high school diploma proceeding the expansion of postsecondary education initially by the GI Bill in 1944, and it's been fueled by the demand of an increasingly complex and technical economy.

The high school curriculum has thus diversified and therefore deluded from a college

preparatory perspective at a time when the higher educational system was still maintaining a rigorous and elitis standards.

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As a result, the structuring of American education to prepare all secondary students for the option of attending college requires more than commitment to the idea of excellence. The nation's schools simply do not have enough science and mathematics teachers amoung other resources to provide a college preparatory program for all of their students. Irrespective to college admission practices, it would be difficult, if not impossible, to maintain excellence at all levels of American education unless the doors of opportunity to colleges and universities are kept open for persons of all classes and backgrounds.

As John Ogbu also observed, it is non-sensible to expect academic excellence unless both teachers and students are convinced that there are social rewards for such actions.

Most secondary schools cannot afford to be responsive to the demands of higher education unless their graduates are financially able to enter selective as well as open door institutions. Nonetheless, I believe that our colleges and

universities can contribute significantly to the press for excellence in American education if two things are explicitly recognized.

First, that the basic academic competencies of reading, writing, speaking, listening, and reasoning are never completed attainments, but rather are seen as open-ended capacities which can be developed to even higher and higher levels of excellence.

And second, that these same basic competencies are essential to the agenda of higher learning complementing and supporting our specialized disciplinary focuses on colleges and universities.

A statement was made over lunch about how all the departments in colleges and universities should reinforce writing, and the responsibility should not be confined essentially to the English Department. If we can carry this message with an emphasis on continuous hard work and discipline, clearly and forcefully to the secondary school and to their students, we may begin to make a serious impact on the quality of education for all its sense. And I thank you and I appreciate this opportunity.

MR. FRANCIS: Some questions of the Commission?

MR. CROSBY: Someplace in your papers you state that if schools -- secondary schools are not able, because of teacher shortages, such as they are not able to provide the science and the mathematics and so forth, that the colleges should be able to, through open enrollment, do something to pick these students up and to help cover that deficiency; am I correct?

MR. MITCHEM: Yes, I made those points, but I didn't select them.

The first point I made was pointing out the practical difficulties in preparing all of our students, both non-traditional and traditional, for colleges and universities with a shortage of mathematics and science teachers.

In my paper, if you noticed, I used Wisconsin as an example where they only require one year of mathematics or one year of science, and I think they ought to be raised, is my personal opinion.

The other point I was making was that as long as we cannot address these cognitive problems at the secondary level, it's my view that higher education has responsibility to provide both preparatory departments as a form, as the

president of Harvard indicated earlier on, in all of our colleges and universities until such time as that deficiency can be made up.

MR. HADERLEIN: You speak to the Marquette model as opposed to a remedial model, and you said that there's no separation of the remedial from the real.

Would you enlarge on that a little bit?

MR. MITCHEM: Sure.

Indeed, there is some kind of practical separation in a certain sense, though there isn't.

In other words, our approach is to, rather than enrolling students in developmental and remedial courses, however you describe them, as a separate activity; that is before they are allowed to go into regular credited courses, we do all these things concurrently.

In fact, we even go further and attempt to integrate our group towards seminars, into different courses in history and English and so on.

So, in other words, we try to do away with the approach of remediation and also we try

in terms of rhetoric and the language and that kind of ambiance, we try to even the kind of tone to present to avoid our students feeling that they are remediated.

We constantly emphasize the fact that our students are regular students, and indeed they are, and they take the same courses that other students take to get into the universities. So their degree, in our opinion, is worth as much as any one else's, and we think that's very important for the self-confidence in our society.

MR. SOMMETT: I was wondering what you think is wrong with remediation itself?

I mean, does that attach an insurpassable stigma?

MR. MITCHEM: I think that's one aspect of it, sir. I think that's one stigma, but that's not even the most serious problem in a certain sense.

Many institutions, and I can't tell you the extent that it is going on today -- many institutions five to ten years ago really set up separate courses for the disadvantaged students. These students had to take a whole battery of so called remedial developmental services

that had no relationship to graduation, and the length of time was greatly extended or they couldn't take all the courses at the same time. Some of these students were around for six or seven years because they had to take these other courses before they could embark on regular programs.

That's my biggest concern.

MR. CROSBY: During lunch, I remember a discussion in terms of time management and goal setting.

Is there such a prerequsitie or criteria to your program?

MR. MITCHEM: Dr. Francis made that point. That's one of the things that are incorporated into what we call our study skills courses and time management schedule.

In a sense, all we are doing is trying to resocialize many of these students for another world and things like time management are one of those key things that we try to get across to them.

MR. FRANCIS: Any other questions?

(No response.)

MR. FRANCIS: Thank you very much.

MR. MITCHEM: I appreciate it very much.

MR. FRANCIS: We are pretty much on time. We have got approximately 15 or 16 minutes left, and we still have a couple minutes from our break to make sure that we give the last two speakers their due, I will put it that way.

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Dr. Michael Kean will be the first speaker of the last two. He is the Director of the Midwest Regional Office, Educational Testing Service, Evanston, Illinois.

John Vaccaro will be after him.

PUBLIC STATEMENT
BY: DR. MICHAEL KEAN

Dr. Francis, members of the Commission, ladies and gentlemen, I appreciate the opportunity to come before you this afternoon, and in this compressed time period, I will certainly try to keep my comments as brief as possible.

In the next five minutes or so, I'll attempt to partly touch on four particular areas of use of mobile forms of commission rating, the role of standardized tests, tests as a tool for guidance, and counseling, and if time permits, to touch on some recent ETS research on testing.

Since educational institutions and programs differ widely, and many different examples were had this afternoon in terms of the testimony,

it's not surprising that the admissions requirments for these institutions and programs are less extremely varied.

Although the level of selectivity may differ from institution to institution, all colleges and universities need to accurately assess how well their applicants are prepared to meet that particular institution's academic standards.

Those who must make the decisions need the most relevant and highest quality of information on each applicant. Those standardized test are certainly vital to the admission process.

I want to stress here that they represent what you are by one single measure or a combination of objective instruments. Based on impressionistic data, an applicant will lead to the most imformed decision making.

Both test data, as well as information on high school achievement and personal quality of the applicant, should be considered in the admissions decision. The word for it is standardized test.

Standardized tests can be highly useful in the process of making admissions decisions. Since high school curricula often vary from school to school

in both content and quality, standardized test scores, which represent applicant performance as measured by a common yardstick, can be of great value to the admissions process. Properly developed standardized tests offer a valid and reliable measure that is fair to all applicants. Those who take the tests are exposed to the same material. SAT scores from administrations around the state, around the country, and around the entire world all have the same meaning. Standardized test scores are an indication of the test takers grasp of certain skills, concepts, and knowledge at the time of testing. The tests measure nothing of an individual identity, economic status, or attitude towards the particular item.

The best standardized admissions tests are also secure tests. Secure tests ensure that the resulting test scores have credibility and cannot be compromised. This credibility of scores is of the utmost importance to the admissions decision.

Admissions decisions are made on the basis of how well applicants are predicted to be able to handle the academic program of the institution and question the utilization of all available information

for consideration in the admissions decision , and improve the accuracy of that prediction. Test scores, used in combination with other factors, enhance the ability to predict accurately how an applicant is most likely to fare in a particular institution.

Let me switch gears for a moment, if I may, and indicate that test scores can also be very useful to colleges' decisions concerning guidance and as well as decisions related to the placement of students.

Once a student has been admitted to an institution, curriculum planning and placement become of paramount importance. Postsecondary institutions develop guidance profiles for each of their students.

Utilizing such profiles, counselors and other staff at these universities can assist students in identifying particular areas of interest, as well as developing their student's long range goals. Tests can also provide useful estimates of readiness to do the work in certain courses, and I think to help students to plan rewarding and successful college careers.

Further, test data can also assist the particular institution in better tailoring its

courses to meet the specific needs of individual students.

Having good diagnostic -- and I want to underscore diagnostic because I will come back to that in a moment or two.

Good diagnostic information on students can aid colleges in determining the most efficient scheduling of its academic resources, and I want to comment on it more in a moment or two.

We at the Educational Testing Service realize that standardized tests can be very useful to those who must make admissions decisions and to those who must counsel and place students once those decisions have been made. At ETS, we are committed to developing the best possible tests and providing those who use our tests with complete and understandable information on both the design aspects of the tests, as well as their appropriate uses and interpretations.

ETS is constantly engaging in research to establish as precisely as possible the state of the art in testing and to ever advance that state.

ETS has also had a long term interest

in one particular question among others, and that question is:

What is the role of personal qualities as related to an applicant and the role that personal quality plays in that admission process?

Researchers at ETS have been studying this issue for several years and have looked at a number of factors aside from academic ability that might influence, to some extent, the admission decision. In studying the personal qualities issue, ETS researchers reviewed past research, including research on the use in the admissions process of biographical data, personal statements, recommendations, interviews, interest measures, personality ratings, and peer ratings.

These measures of personal qualities had been researched to a lesser extent than traditional academic measures. Their findings suggest that there has not been a considerable use of such alternate full measures.

Let me shift once again in summarizing, really concluding, and emphasize very key linkage between existing tests being processed and the teaching, learning, and guidance process.

Tests can play an important role in the

supporting, the improvement, the educating process. We do not foresee the need for more stringent tests than those that already exist. Should new tests be developed, they should be -- and here comes that word -- diagnostic information that institutions that couldn't provide meaningful things and put them more clearly and concisely.

Testing can also provide colleges and universities with better information for use in placing the increasing numbers of foreign students seeking to enroll in American schools. There was an article in a publication last autumn that I read that projected the number of foreign students in our universities between now and 1990 would increase up to, I think, in excess of a million students by that year.

The development of tests design to enhance placement and instruction, instead of only to assist in the selection process poses a great challenge to American education, and ETS is committed to working to help meet this need and to respond to both colleges.

Thank you.

MR. FRANCIS: Are there any questions of the Commission?

MS. CAMPBELL: I'd like to ask a question about the diagnostic tests.

What kind of work has ETS done in determining what one ought to learn, because we talked a lot about that today; because there's not generally growth on that.

How does ETS approach that problem?

MR. KEAN: I would say that ETS does not attempt to determine what one ought to learn. That's a rather descriptive kind of decision.

ETS has had a history of working with constituent boards and other groups, and I feel a little bit silly talking to a former member of our board of trustees, because, of course she knows far better than I.

In such a way as to elicit from the real experts what it is that is appropriately needs to be measured, we do not step back from the process because I have an obligation to be involved rather heavily in the process.

Our major thrust, though, is that once there has been some agreement reached in terms of what is to be measured to bring the best possible psychometric knowledge to bare in measuring properly those questions that have been

raised.

MR. CROSBY: I was wondering if there is, over a period of 20 years, could you say that the number of tests that you have been giving has increased and do they have any kind of, say, 1960, 1970, 1980. We will use a ten year period.

MR. KEAN: If, in fact, you are referring specifically to college admission tests --

MR. CROSBY: Yes.

MR. KEAN: The number of admission tests has increased very much in parallel with the baby boom, and the increase in the number of students making application to colleges.

The great number -- the vast number of colleges and universities in the country require some type of admissions examination. In other words, the SAT, the ACT, and other examinations.

We have seen in recent years with the decline in the number of students making application to college, a smaller demand on the SAT, for example.

MS. CAMPBELL: What about the PSAT?

MR. KEAN: Well, the PSAT has multiple uses. We have seen a comparable increase in the demand for the PSAT for those students who have been

preparing to take the SAT.

The PSAT, however, is used, for example, by the National American Scholarship Corporation to establish a large potential for scholarship candidates. And with that respect, we see an increase in the number of students that are taking it. That also is very importantly related to, of course, the dismal situation in the country proportion and financial aid is very critical to the ability for new students to attend college.

MS. CAMPBELL: I go into the national teachers, for example, on that question. You also work in that area; that's coming out of the other end.

Are there any significant changes, not so much in content of what they need to know, but what is being done in the mentalities of how one teaches one?

MR. KEAN: Well, the NTE, as you may or may not be aware, is in the process of being completely revised. And the NTE, I think, effective this October, the new NTE will be introduced.

The test is not a radically new test in that it still focuses upon the areas that the old NTE focused upon. But it is updated. It

reflects a greater degree in those areas that the constituents of the NTE Board, made up of educators across the country, have indicated that it should reflect.

We are also getting more into the extent possible that a paper and pencil does teach art.

MR. HADERLEIN: If you talk about test scores usually in combination with other factors being bigger for institutions, are you including in those other factors non-academic factors, and if so, how important are they?

MR. KEAN: Well, I can't answer the second question because that's an area that there is crying need for research on in terms of how important they are.

I can answer from a personal basis, and I think that they are rather important depending on the institution and the specific area the applicant is making application for.

For example, if I were applying to a small liberal arts college for the classics program, I would think that the admissions officer would be very interested to know whether I had Latin or Greek, or perhaps a variety of other indicators.

If I were applying for admission to a college emphasizing the performing arts, then certainly, the fact that I participated in a dance troupe or orchestra would be important as well as my SAT scores.

If I were to apply to MIT as an electrical major, or there are various other indicators. For example, if I studied the computer in high school, it might be important as well.

MR. FRANCIS: Thank you very much. I have a question, but we will wait until we have our last speaker.

The last speaker is John B. Vaccaro, Associate Director of the Midwestern Regional Office, the College Board.

John, since you have been so patient, we are going to give you the remaining time and an extra minute or two.

PUBLIC STATEMENT
BY: JOHN B. VACCARO

Thank you very much, Dr. Francis. I welcome the opportunity to be here today. I think the college board is in a unique position to perhaps offer the Commission some valuable information in terms of their work. I would add that your background papers were very helpful in causing me to focus on an

issue relating to your concern.

I would indicate that approximately for the past decade, one million students of each graduating class has acquainted himself with the SAT and other information that goes along with it. That represents about two-thirds of the college bound population, and it also represents about one-third of the high school seniors graduating in this country.

The proportion varies by state and by region, but in total, that's what it says. Given the nature of that breakdown, there is some things I think that information can tell us about the relationship between seniors and excellence.

At the outset, I want to acknowledge that a wealth of information is available and could be put at the disposal of this commission in their important work. One of the things that has the national attention of our organization is the SAT aptitude test score decline.

Succinctly, from 1963 to 1980, we have seen a 54 point gradual decline in the SAT verbal and a 36 point decline in the SAT mathematics.

On a 200 to 800 scale or on a standard scale of 1 to 10, each year the increment, by itself, has not been that great. The issue that is

so important to the national commission was the point that studies that binds that with figures from 1977.

What do we know about the academic preparation? I am talking now about the qualitative, in terms of vis-a-vis what the high schools are doing. We have seen that the amount of English courses that students take has remained relatively stable. In 1975, the cohort average about 3.95 years of English study has risen to a high point of 3.98. So most of the students are presenting almost four years of English.

In mathematics, they are fairly stable; 3.22, and it has risen to 3.25. So the graduates come to us with about three and a half years of math.

In foreign language, the opposite is true. In 1973, the applicants had taken on the average of 2.4 years of a foreign language, and that has fallen to 2.17 in 1980.

I would hope, though, that the Commission would interface your admissions requirements survey with that data to perhaps assess the impact of the Commission's requirements on high school curriculum.

One of the appalling, at least to me, pieces of data is that in 1980-81, 94 percent of our college bound students took no foreign language. This is up from 90 percent in 1973. The preparation, in terms of high school and what kinds of students want to go on to college, we have seen a shift in that -- shift in that direction. In 1975, 77 percent of the college applicants rated themselves in the top two-fifths of their class. In 1980, only 70 percent had done so. What this says is that the proportions of those classes that are opting for college, and perhaps a larger percentage of them opt for proportions are not prepared.

You asked about the great inflation issue. Again, we have reported over the years that we did see a slight degree of inflation from 1973 to 1976, although not appreciably; 3.04 to 3.12.

However, that is greatly declined back to its 1973 levels in 1981. We have also seen an increase in the number of minorities participating in college board programs. That has increased from 11 percent in 1973 to 18.1 percent in 1981.

The phenomenon of more women now being in our colleges is also reflected in the fact that more

women sit for college board exams than do men. There have been several statements made today that the high school record is undoubtedly the best predictor of academic success. However, I think it is important that we not lose sight of the fact of the differences between the two. In research studies that have been conducted by the college board and institutions, the high school record gives the GPA or class rank as the median correlation of about .47.

The median correlation for the SAT program at is .44. So although unequivocally, you can say high school record is a better predictor and is recognizant of the narrowness of that difference in prediction.

Over the years, I would add, that the gap between the two predictors has become narrower. You also spoke to the issue of achievement tests, and recent studies have borne out that the involvement over a period of time and that the few institutions where achievement tests and SAT scores have been studied, it has been found that the SAT plus achievement as predictors have accounted for more of the variance than the high school record alone; and the proportions are 60 percent for aptitude plus achievement tests as opposed to 40 percent for

high school records.

Unfortunately, or I should say I have observed fewer than 200 colleges requiring the achievement test. But even though they are valid predictors, we see a diminishing number of colleges utilizing this.

You specifically asked the question do AP and CLEP, Advanced Placement and College Level Examination Programs help master college level material?

The answer is an unequivocal yes, if by that you mean subsequent performance in future college courses. Study after study shows that students achieve at a higher rate, complete more courses, and go further than do their non-CLEP examination counterparts, and this is even after ability levels are controlled.

I obviously have selectively touched on some of the information relating to some of the specific questions that you raised. I would like to now turn to a couple of comments about the College Board's commitment to education -- to excellence in education. Perhaps the latest reflection of the board's new commitment is the quality project, now firmly anchored as a major college board activity.

The project is designed to better the

quality of secondary education in the United States and to increase access to postsecondary education, both for majority and minority students.

By definition, this undertaking embodies quality and equality. In its simplest terms, the effort to enlist schools and colleges and the conservative cooperative campaign to strengthen the quality of secondary education, and at the same time carry further the hard one gain of equal opportunity made over past 20 years.

It is conceded that it is a decade long effort and it has begun with a comprehensive nationwide review of the college preparatory curriculum in the United States. It is started there and believed that the initial focus on the traditional and largely academic aspects of secondary schooling would reduce a foundation on which programs of quality and all other aspects of education can be built for all students. This endeavor has the potential to renew a commitment to education and excellence -- excuse me.

This endeavor has potential to renew a commitment to excellence in all of education. The cooperation of all sectors of the education industry and the government can make it possible.

In conclusion, I want to say that the concerns leading to the National Commission on Excellence and this particular hearing on college admissions and the transition to postsecondary education are shared by the college boards as a membership education association dedicated to the identification of the evaluation of student capacity of the facilities, schools, or colleges transition.

I will very briefly summarize a couple of comments I made concerning that we have a large number of students who are starting college but are dropping out. In commenting I would like to say that I want to make sure that we can control those things to ensure that they are not dropping out for the wrong reasons, among those being the appropriate secondary school preparation and appropriate collegiate educational experience, and very importantly, the appropriate financial resources to ensure that all of us have equal access to higher education.

Thank you for the opportunity.

MR. FRANCIS: Thank you very much. Let's see if we have some questions now from the Commission.

MR. HADERLEIN: Well, you said we ought to control the things that we can when talking about a high school education.

What can you tell me at your school -- I am looking for suggestions that a scholar needs to know.

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MR. VACCARO: Well, I think that Project Equality is moving in that direction and I think is trying to reach, and in fact, has reached consensus to a series of dialogue around the countryside, to plans and motions, what have you, agreements not only on competency for college bound students population, but on competencies for the entire secondary school area. And that's the first step, I think, in talking about things that can be done.

Additional things that will fall out further dialogues and further undertakings, and some of these will be based on actual experiences. In SanAntonio, Texas, there is an option for excellence model program there under Project Equality, and it is trying to impact the secondary school curriculum by providing appropriate training to secondary school teachers this summer at major Texas universities so that they can bring back with them those teaching experiences and they will be introducing in a much larger scope than ever before advanced placement courses, and there has been much conversation today about that particular aspect. And I think the important

thing is that students have a goal to challenge, and the teachers are appropriately prepared to teach them in that way.

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I think Fred Hargadon said it very nicely, that although it will be national in scope, it will translate to local issues, local identification, local initiative, and I think that aspect, like Project Equality, can work very culturally with local school districts, local businesses, local industries, to enhance the quality of the education through training, through resources, through model programs.

MR. CROSBY: This may be an unfair question, but I know our next hearing is on going into the world of work.

Is your institution or are you familiar with any institutions that are also testing students that may not be going to college?

MR. VACCARO: Yes.

We deal in all aspects of the transition. We also deal in the aspect of helping students make an appropriate choice.

Over the years, we have sponsored decision making curriculum to help students not only choose whether they are going to college but also

whether to go into the work field or not. We try to focus on the assessment of career skills. It was well conceived and well received, but unfortunately, school monies were not available in sufficient quantities for high school students to utilize that.

What those kinds of programs would indeed branch to help them consider all the options so that they might not lock themselves in.

MR. CROSBY: Are you promoting that aspect of your testing program or are you also promoting the aspect of going to college?

MR. VACCARO: We try to respond to educational needs. We obviously have those as part of the educational services that we offer.

Just as any of our services have different constituent groups to strive for them, we work closely with all constituents no matter what college or program they are interested in, career skills assessments being one of them.

MR. ADELMAN: At one point in your testimony, Mr. Vaccaro, you implicitly equated that CLEP and the AP as having similar effects on the achievement of college bound students with various kinds of examinations.

And my experience and the experience

of many former college administrators in terms of the way CLEP is used is that it is used in a very different manner by different kinds of students than is the AP.

Could you elaborate on that?

MR. VACCARO: I equated them specifically because you equated them -- not you personally, but you equated them in the question that you posed in the background papers.

When I talked with constituents, they always say this:

Both can help you achieve the same things if the goal is to get college credit. However, only AP can impact secondary schools' curriculum, because it is there that you have a standard of excellence, if you will, if you have a teacher committed to teaching this standard of excellence and if you have students who are willing to submit themselves to that standard of excellence knowing that the payoff is that colleges will indeed reward students for their successful experience with appropriate advanced placement at the college to the extent that one thing, that major different thing that can be easily assessed.

If you take a look at the content

validity in dealing with college faculties, and I do this all the time, and they quickly say that yes, that measure is what we teach in biobogy. And you get their responses around the countryside.

So in terms of difficulty levels and in terms of examination content, there are similarities and there are differences in that both have objective portions and both have essay portions. The reason I think why we have seen in this country, CLEP was originally received as a program to facilitate the entry level of adults back into the collegiate arena. What we have seen happening, and it's very discouraging to get a phone call from a high school student and they say that they read something or my mother read something in Ladies Home Journal and it talked about AP, and I can get college credit. I have done a lot of reading in American history. How do I go about doing this?

And I call the high school counselor and the counselor says, "What is AP?"

And so because they don't have the educational experience, those students turn to other alternatives that are there; and CLEP is a national examination program. People can walk in

off the street into one of the national test centers, sit for it, and validate those experiences that they may have learned in high school, although the original concept of CLEP was that they had learned it in the world in which they lived. The outcomes can be the same.

MR. FRANCIS: I should say that we have reached the time that we need to take a break.

Thank you very much, Mr. Vaccaro, and we will take a 15 minute break, and we will come back.

MR. GARIBALDI: Five minutes.

MR. FRANCIS: Five minute break, and so that means we will be back at 20 minutes to four, and we will have the people to make the presentation.

(WHEREUPON, a brief recess was had.)

MR. FRANCIS: I think we'd like to get started again.

I am going to call the first speaker.

While the Commission members are getting a little liquid for the rest of the evening, I will introduce our time schedule.

In order to ensure ourselves that each one of the persons that's asked to speak gets an

opportunity to speak, we are going to limit the remarks to five minutes exactly; and I will ask for only one question. The first hand I see, I will acknowledge from the Commission, and if there is time after we have heard from all of our speakers, then I will go back for other questions. So don't feel that I am being mean, but I will run it a little tighter because we have less time at this point and we have seven speakers.

Milton, would you like to make a comment at this point?

MR. GOLDBERG: Just one comment.

The issue was raised a couple of times today about work that is being done by other groups like the CAC and its relationship to our work. One of the efforts that we spent a fair amount of time on already is establishing a very close linkage with those various other groups and boards. We have met together and there is a reasonable flow of information and material from us to these various groups as well as from those groups to us.

I must say that as a matter of fact, one of the major contributions I believe our Commission has already made is because ours is a

public commission as compared with a lot of those other groups, and our material is available to everybody. And so all of these papers that have been written for us and all of these testimonies that have been written for us have already been picked up by a number of other groups that are doing this work. And much of our work has already began to effect the work -- or infect the work if you will that is being done by a lot of other commissions in activity around the country, so that the info has already been developed.

MR. FRANCIS: Thank you, Milt.

And our first speaker this afternoon is Mr. William Pappas who is the president of the Michigan Association of Secondary School Principals.

So our timer will end every five minutes and then we will have one question and next to the next people.

PUBLIC STATEMENT
BY: MR. WILLIAM J. PAPPAS

Thank you very much. I appreciate the opportunity to address the commissioners. I also commend you and your colleagues who helped put together the preliminary reports that I have seen, and they are quite good.

While I am talking to you, I am a

practitioner. I am the president of a principal association of 2,000 memebers, but I am a practitioner. I am an administrator of a living high school with living children and with living problems daily. And my mind may wander off to such things as driver education and gifted and talented students and teacher layoffs and assignment scheduling, band camp, basketball camp, community swim teams, vocational skill centers, summer school, and a few other things that are happening right now to me; yet when I heard people talk today, I heard they were supposed to teach basics, we are supposed to prepare our kids for college and we are supposed to solve society's problems; but the expectation, I guess, is too much. I believe it is too much.

The implied purpose of secondary schools in the past decade has been to prepare students to reach those goals which the age of majority had imprinted in their lives. The changing of admission standards of a decade ago has begun to haunt the high schools of our country. While preparing students in a high school for various occupational and educational choices, it is a fact that the expectations of the high schools have followed the examples of the colleges in determining

types of expected curricular needs.

The softening admission standards of our decade are coming under scrutiny today, and the inevitability of the strengthening of admission standards will be reflected in the secondary offerings and curricular directives of tomorrow.

The American society has many divergent views as to what should be taking place in secondary and postsecondary course work in our country. As the president of the largest secondary administrative association in Michigan, I can speak for all of our members who find themselves quite confused while analyzing all the professed ideas of various interest groups from around the country as to what should be done in the secondary school.

Not only has the public confidence eroded in some cases around the nation, although in Michigan the important studies done during the past year show this to be untrue, but the confidence of school principals has been visibly reversed with the fear of cooperating with agencies, boards, and commissions. Being asked to do everything for everyone in society makes our position uncertain many times and impossible sometimes.

The rhetoric of recommendations will go

on deaf ears unless the main participants, principals, are allowed to give input into the chain and are given the necessary tools to implement these changes. The basic research of management studies in our country shows the effective school to have one most important ingredient. All factors considered, the principal will make the difference in a school being effective.

The research of Gilbert Austin reveals one quality that's constant in the successful school; an exceptional principal who has knowledge of the instructional aspect of schools.

Ron Edmonds found that leadership is the key factor in effective schools. Instructional leadership by the principal is the key if presented by Bloom, Cross, Brophy, Hunter, and Wright.

The message of all research stands clear. Schools can and do make the difference in the life of student achievement. The one person in the school who has the most influence on establishing an environment that will produce achievement is the principal. The effective principal is the one who sees to it that his or her expectations for student success permeates the entire school.

The topics of discussion, and it's most important for the Commission on Excellence to focus in on, is the role of the principal in the school if all other desired goals are to be reached.

MR. FRANCIS: Oh, we can take two questions. I didn't hear the buzzer. Keep it running.

MR. HADERLEIN: What he said is something that Fred and Emeral have been talking about today, and that is that we are coming -- we are being told that the schools, because of the softening of the quality, is what you're saying.

And it is inevitable are going to strengthen their standards and it's going to be reflected in the secondary curriculum. And I guess that's what I am saying too, that we need some guidance in this particular area.

Do you agree with that?

MR. PAPPAS: Yes, definitely.

We have to take care of 60 percent of our youngsters that go to college, and it might be ideal to say that they all should go to college. But at what standards do they go to college?

If you want to change some of the things that you are talking about in admission

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standards, I think you have to do it by striking at the college level.

Our curriculum will show the change over a period of time.

MR. CROSBY: I guess the other one is:

How do you see this Commission dealing with the principal in terms of promoting excellence?

Now, this may be enough track for another ten minutes.

In terms of promoting excellence, and I guess it's definitely at the secondary level.

MR. PAPPAS: It's definitely there. It's focusing in there. I don't see any discussions within all the Commission meetings of the principal's role in the school, and Secretary Bell will be more than one of the first to tell you that that's where leadership has to be and that's how schools change. And I would say that that's a sight that's overlooked in this Commission, the role of the principal in the high schools of America.

MR. CROSBY: You mean in terms of leadership?

MR. PAPPAS: Leadership, educational leadership.

MR. HADERLEIN: I wouldn't doubt that one way.

MR. PAPPAS: Thank you very much.

MR. FRANCIS: Our next speaker will be Carmelo Rodriguez.

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PUBLIC STATEMENT
BY: CARMELO RODRIGUEZ

I am grateful to the members of the Commission for allowing us to present to you a perspective on Hispanic problems and the opportunity for higher education.

When we requested the opportunity to appear, we undertook the task to prepare a 20 page paper, which I won't have time to read, but I will try to exert from that; and don't try to follow me with the paper, because it's difficult.

In terms of understanding the Hispanic problems and opportunities for higher education, one must, I think, put some perspective into the predictors of the reality of Hispanics. And to do that, I want to give you some overview.

As you probably noticed some Hispanics are the fastest growing minority group in the United States, and the rate of natural increase among Hispanics is 1.8 percent. The Hispanic population is growing at a startling rate of one million people a year. The Hispanic population grew to 14.6 million

from 1970 to 1980, a 61 percent increase. That
117 figure does not include undocumented workers, believed to number as many as 20 million.

The Hispanic proportion of the total U.S. population is around 9 percent, with an average median age of 32.2 years for Hispanic women entering the peak child bearing age.

In addition to immigration and the natural rate of increase, by the end of this decade, Hispanics will be the second largest minority in this country.

The U.S. Hispanic population is also younger. The average age of Hispanics is 23 years, compared to about 30 years for whites. Despite its youth, however, Hispanics have one of the poorest records of education attainment of any population group. Hispanics are enrolling in school at a lower rate than whites.

48 percent of Hispanics between three years old and 34 were enrolled in schools as of October of '78, compared to 50 percent of whites.

In the 18 to 24 age level, 20 percent of Hispanics were enrolled compared to 29 percent whites.

Among Puerto Rican and Mexican students

in 1976, for instance, about 10 percent of the 8 to 13 year olds and 25 percent of the 14 to 20 year olds were enrolled in lower than expected grade levels. Many students who make up these numbers are dropping out of school as soon as it is legally feasible.

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Hispanics age 14 to 19 were twice as likely not to have completed high school as whites in the same age bracket. Nearly 40 percent of the Hispanic population between the ages of 18 and 24 left high school without receiving a diploma as compared to about 14 percent of the white high school population.

The figures are continuing to be very, very staggering. Only 41 percent of Hispanic adults finished high school as compared to 61 percent of white adults. In short, the Hispanic population of the United States has clearly identified a problem for our society in a dramatic opportunity for higher education. It is large and growing.

We occupy the lower rung of the work force, and perhaps, most importantly, we are not being adequately educated out of our poverty and unemployment in society.

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Education is a prerequisite to so many things, otherwise when an individual lowers his educational achievements, frequently he will have a lower occupational achievement.

Now we come to Hispanics becoming a significant person in society at a time when recources are being pulled back, when the federal assistance to education programs are being cut back, when the air force equalizer educational opportunity is in a period of estrangement, and at a time when there is no longer enough to make it in society.

Yet the significantly growing population of Hispanics is also, I think, an opportunity for higher education to deal with its declining enrollment.

I think, finally, that population is a strong source of opportunity for the future, unless society shall be faced with a tremendous burden in future years. Now, we all understand that higher education is not necessarily to blame for low preparation and low skills and the low equipment that our students bring to higher education, yet, I think they cannot wash their hands with saying that it's not their responsibility. Because I think

higher education has much to do with partnership in the community, partnership with organizations in terms of opening up facilities for intervening at early stages in our student's development in high school so that we can, in partnership with higher education, upgrade the schooling of our students.

Nonetheless, I have been given the chance, and many of us have proven in the past that given the opportunity of access, we can make higher education proud of selecting Hispanics.

Now, the paper deals more closely and specifically with some of the issues. It addresses the excellence, the transition issue, testing issues, and I think we don't have time here to touch on those, but, of course, the paper also refers you to the work of the Minority and Higher Education Commission, and I fully endorse many of those recommendations, particularly those that deal with minorities and higher education.

Thank you.

MR. FRANCIS: Okay. I will take one question.

MR. CROSBY: You mentioned, although you seemed to emphasize Hispanics and higher education, yet you said there is a large dropout rate from 14 to 18 at

the high school level.

Do you have any recommendations there, in terms of retention at the high school level?

MS. RODRIGUEZ: Yes, I think we have started some efforts in that direction, and that's what I talked about partnerships.

Some higher education institutions, for instance, in the city and state deal directly with the Hispanic students in joint programs so as to intervene earlier in the kind of programs for early identification of problems that will help us develop our kids in better and higher education. However, there seems to be an increasing rate of Hispanics coming into the country, so that we are attacking the program from many perspectives.

MR. FRANCIS: Thank you very much and we have your paper.

Did everybody get a copy?

Thank you very much.

Next will be Professor Jeffrey Mallow.

PUBLIC STATEMENT
BY: PROFESSOR JEFFREY MALLOW

Good afternoon. My name is Jeffrey Mallow and I am an associate professor of a local university and the originator of a program

called the Science Anxiety Clinic that I would like to tell you about because we find it an effective method of taking students from secondary schools and dealing with one of the major problems that they have; their fear of studying science and by the way also mathematics.

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Before I begin, my colleague, Dr. Sharon Greenberg, the psychologist half of our team, is here, and she will be happy to answer any questions about the psychological aspects of our program that the Commission might have.

Science anxiety is the fear of studying science, the fear of learning science, and it results in the avoidance of science courses. The implications for our country are fourfold.

Number one; technological illiteracy of the citizen rate.

Number two, a leadership in government and business which is not familiar with or comfortable with technical ideas.

Number three, a lagging behind other countries which are more stronger in technical training, and I might say for example Japan, West Germany, and the Soviet Union.

Number four, blocking of upward mobility

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for people who avoid science out of fear, and particularly women and minorities.

The sources of science anxiety, as we understand them, are, first of all, family messages about how hard science is and who can do and who cannot. The median messages about science, and I might just point out that my four year old watches the mad scientist cartoons every Saturday, and if I do nothing else, I like to get them off TV.

And finally, with the way the schools communicate sciences. First of all, by the girth of science teaching in K through 12. And second, by the anxiety that the science teachers themselves communicate about a subject that they are supposed to be experts in and frequently are not. The remedies of this, I think, in some cases are obvious. One is that we need to upgrade and require more science and mathematics. We need to improve science teaching in the early grades, but we should not fool ourselves with the thinking that we can do that with teachers who are science anxious and to students who are science anxious. And therefore, our method of dealing with that, at least on the college level, is to deal not only

with cognizant but the emotional aspect of science, that is with the science and the anxiety, both for learning and for teaching.

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The science anxiety clinic which we have developed deals with both the cognizant and emotional aspects of science learning. It teaches science skills and it teaches two types of psychological techniques.

One is called competitive restructuring, which means that students are helped to get to the things they tell themselves about why they can't learn science and to restructure those messages, and the other is a conditioning technique of systematic desensitization where we can teach them to be comfortable in science classes.

The clinic works with small groups of students, half a dozen, and it is a team effort involving science education and psychology.

Now, we also have research results on the effectiveness of the clinic, and they are quite promising.

What we think the Commission might do or the federal government might do first is to recognize science learning or the avoidance of science learning as not only a cognitive but as an

emotional problem and thus prevent right now the crisis which we are creating by producing a shortage of scientifically and technically trained people, not only those who go into these rather lucrative careers in business and military and government, but just people who need to be aware of scientific ideas to cope.

Secondly, to support the kind of programs that focus on both emotional and cognitive aspects of learning; math anxiety programs, science anxiety programs, such as ours for college students, and to focus on the emotional and cognitive aspects from kindergarten through 12. For that, we have two suggestions.

One is a regular program of in-service training for elementary and junior high school teachers and high school teachers who are presently avoiding teaching sciences. And secondly, not only in-service training, but a revamption of teacher training in teacher's colleges to also not only include the scientific component, but to deal with the emotions that are aroused by having not only to learn science.

Thank you.

MR. FRANCIS: Thank you very much.

I said we would have one question.

MR. SOMMETT: I just want to know how do you get them into your classes? How can you advise us on how to get them into your classes?

What kinds of output can one expect?

After so many days, weeks, hours, what happens to these people?

MR. MALLOW: In the classroom or in the clinics?

MR. SOMMETT: In the clinics.

MR. MALLOW: In the clinic that we advertise, the clinic operates out of the Loyola University Counseling Center with the aid and assistance of the Science Department. So we do kind of advertise with advertisements in the newspapers and so forth.

In addition, we go into the introductory science courses. Now, this means we are not going to the humanities courses. In some sense, that would be inappropriate, like invading the chicken coop. But we do go into courses where people are required to take science, such as nursing, premed, predentistry, but these people are not, in fact, going to be scientists. And the large part of our involvement is for people who are required to take science, psychology, and sociology. They come to the clinic and it is the most subscribed program

of the clinic by a factor of two to one. More people come to the science anxiety reduction than for any other kind of counseling. We have to turn away once out of every two. We can work for seven weeks with a team of psychologists and a scientist for a hour and a half a week.

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The groups of students number 10 through 12, and we can usually do three groups every semester, three scientists, three psychologists, all together.

In the seven weeks, we do science skills teaching, but I might say that that's simple things, like learning how to read a science textbook and problem solving, how to take notes in a science class.

We do the cognitive restructuring of the students, and the third thing is to teach them actually a conditioning technique for lowering their anxiety. At the end of the seven weeks, I might quote the pilot research center, our students, compared to a controlled group, are lower in science anxiety than before. Their mathematic anxiety is lowered. Their so-called state and trait anxiety, which is a standardized test. One has to do with becoming anxious in a particular situation, state

anxiety, and the other is a general level of anxiety, trait anxiety.

128 Both of those, interestingly, are lowered by the techniques we use in the clinic.

I might point out that the one anxiety that has not been lowered is general test anxiety. That is someone who is nervous on a history test seems not to be helped by us.

The importance of that is that science anxiety is not test anxiety, because when a professor finds out that a student is anxious, he or she may never talk to the students.

So at the end of that time, the student's anxiety has been lowered.

I might anticipate the following question. You may want to know what happens to their grades. My own experience with those of my students who have been in the clinic is that their grades go up. That's very hard to measure how much on a scale of A through F. If a student goes from C double minus to C double plus, it may not show.

My students report back however that their grades have gone up, and I have seen certain students who, in fact, were pushed kicking

and screaming into science courses and went on to graduate school and biochemistry.

MR. ADELMAN: We have a written report on that program as one of the 30 some odd we have received and notable programs associated with the transition of post secondary education.

MR. FRANCIS: Thank you.

Our next speaker is Carol Elder a university professor for the American Federation of Teachers.

PUBLIC STATEMENT
BY: MS. CAROL ELDER

Thank you for giving me the opportunity to speak to you today. I am Carol Elder and I am exeutive vice president of the University of Illinois, which is Local 4100, the American Federation of Teachers, and I am speaking today on behalf of the American Federation of Teachers.

As a general policy on college admission procedures and standards, and I am improving the pressure on secondary students to meet those standards, the AFT has Project Equality.

AFT locals all over the country are participating in Project Equality dialogues to define the preparation of all college bound students.

For example, here in Chicago, I think you have heard that the Chicago Teacher's Union and the Board of Education have jointly sponsored discussions with school and college and university personnel to identify problems and work with curricular changes concerned with college preparation.

Concern with college preparation is, of course, inseparable from concern to improved college education equality in public schools generally. American public schools today are graduating more students and serves a more diverse population with more diverse programs than ever before. They have emphasized access and equality of educational opportunity for every student, and those are goals that American Federation of Teachers supports.

Decline in curriculum standards, grade inflation, social promotion, laxity, and homework assignments are trends which sometimes represent an effort to reach students who would not be in school at all were it not for special compromises designed to reach them, and in other cases are the results of policies mandated by school districts. In fact, many negative developments have come about despite consistent long term operations for teachers.

While we support equal opportunity for students, we also believe that every student deserves the best educational program available, and in our efforts to serve everyone, we must realize that different students have different needs, and that no one is well served if every student is not challenged to perform at his best.

Among the measures which the American Federation of Teachers advocates to promote quality education in public schools are sound foundations in basic courses, English, math, science, history, foreign languages, and social studies; programs in fine arts and practical arts; special programs for students with special skills and talents; realistic grading procedures; sufficient homework to develop academic self-discipline and to promote academic progress; the informed use of standardized tests so that performance can be compared and when necessary improved; competency testing as one element of beginning teacher certification.

The speakers here today have referred to the need for school teachers and for college faculties to analyze and identify student problems, curricular weaknesses, to analyze their own strength

and weaknesses as teachers, to engage in professional development, to relearn, and to retrain.

132 We must all recognize that at times of budget cutbacks, those activities are frequently the least rewarded. The cutbacks sometimes even eliminate them. Consequently, teacher's unions view that lobbying activities are in fact one of the major expressions of their commitment to academic excellence. My own union, for example, which represents the faculty at eight of the twelve public university campuses in Illinois, lobbys regularly on behalf, not only of increases for faculty salaries, although, of course, that's an important aspect of the brain drain, which you have already referred to today. The decline in salaries for faculties contribute to the brightest people many time choosing other professions. We lobby not only in support of increased salaries, but for increased funding for the institutions for programs; for the support not only of the high demand programs, where clearly more resources are needed in math, in engineering, in science, in computer science, but also for protecting programs that as we have all noted will be equally important ten years from now; programs in the humanities, programs

where internal allocations in the time and resources for training the faculty, the resources that are available to meet the needs of the students of future teachers in those areas.

National commitment to educationl excellence must involve a national commitment to excellence in the public schools where equality of students is open to all. Educational opportunities for excellence, which benefit a few at the expense of many, are a sacrifice that our democracy can't afford to make. We need leadership. We need a commitment at the national, state, and community level to commit resources, tax resources, to excellence in our public schools. Thank you very much.

MR. FRANCIS: Thank you. Any questions?

MR. HADERLEIN: I am just interested if you can enlarge on your statement about school district policies that your organization does not favor has somewhat stopped the event of some of the schools' people in administration. You alluded to some areas of that.

MS. ELDER: I was alluding to areas such as social promotion. If you wish, I could find more information, specifically, to back that statement.

MS. CAMPBELL: What did you mean by the -- you used the word realistic training procedures.

What did you mean by that?

MS. ELDER: I meant a policy which rewards students for what they actually accomplish, which would recognize the student's efforts and the student's achievements which is not comensurable with any one achievement in such areas.

Thank you very much.

MR. FRANCIS: Our next speaker is Bettye J. Lewis with the Michigan Alliance of Families.

PUBLIC STATEMENT
BY: MS. BETTYE J. LEWIS

I happen to be an educational researcher and consultant, and vice president of the Michigan Alliance of Families. We are an organization that has gone deep into the things that are happening in education throughout the State of Michigan. I happen to be the wife of a public school educator. I am a mother of six daughters. My husband has taught in the school system of the State of Michigan for 31 years. My children have been involved in the public schools for 28 years without ever a let up. I have sat and listened today to everybody telling what we think should be done in education. I think we have certainly the most vested interest

of all in education and what's happening in the schools of our nation.

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You are talking about my children. You are talking about my grandchildren. You are talking about my nation. I really feel it an honor to be here today and a privilege to testify, but I must bring out one thing. I knew nothing about this Commission meeting until Monday. I think it's a crime that the general public is not informed that we can pass input as to what we really consider is wrong in education. I wish the news media -- I do live in Region 5 -- had covered the fact that this meeting was taking place. I feel I am an expert in the field of education because I have lived education all my life. Who can know more of what's happening in education than a mother of six daughters who have been involved in the public schools for 28 years.

I really have done my homework and my research. I don't know if the panel is aware of the renovation totally of education in the middle '60's and late '60's. I have read the Wisconsin Gazette. I have also gone through the University of Toledo's majors. Every one of these were not aimed at educating, but aimed at bringing about social

change. It was at this time that the universities through our nation determined they would change all curriculum, and this is the term that these reports give to the teachers themselves. Our teachers would be changed into agents of the school.

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When we have the former president of the NEA making the statement that what is a truly basic 80 percent of the school day will be spent in the behalf of science, it's the sort of thing that one can see what has happened to the academic curriculum in the schools of our nation. Our children now are being analyzed continually in the classrooms. Their behavior is being determined by the classroom teacher, and what they decide will be the next change in society and our children will accept these changes. Is that the purpose of public education? I think not.

I think it's time that our schools return truly to what is basic. Now, because the educational heirarchy has changed terminology of what basic means, I would like the Commission, when they do their report, to define what basic education is. I would like them to define what is excellence in education. I would also like them to define what is quality education.

Now, when federal tax dollars went into change in education in the mid and late '60's, you know big business will not continue to pour money into any innovating product or program that isn't producing. Let's go back and look at what happened in education.

As I say, my own children, I have something -- I know that my younger two daughters are not getting the education that the older girls got. I still have one that will be in the tenth grade next fall. I am still involved with the public school system. I think we should be concerned.

Does anyone have a right to program my child to accept social change or do the schools have a right to determine what social change will take place? I would like the Commission to look at some of the curriculum coming out of schools that are doing that very thing, and I would like to document on behalf of the document any of this for you. I will happy to give you copies of it.

As an organization, we have made packets for parents of what their rights are. We have studied humanism in the minds of those involved in education. We have gone into and we have studied health systems agencies. We know now that at

this time some agencies are dictatcing what programs and what curriculum must be offered in the schools.

I would like to have the Commission -- as I notice, one of your purposes was to review the major changes that have occurred in American education as well as the advancement in society during the past quarter century in a significantly effective educational requirements or achievements. I wish this could have been one of your public hearings, and I wish you would really make certain that whoever sets these up that we are involved. I feel we have far more of a moral status as parents than you as educators have.

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Thank you.

MR. FRANCIS: Thank you, Mrs. Lewis.

Are there any questions of the Commission?

MR. GOLDBERG: I am sorry that you weren't aware of the meeting. We do send press releases out throughout the country. Of course, we can't tell the press what to publish and we do the best we can to let as many people know as possible about these meetings.

MRS. LEWIS: I appreciate that, but I had to drive a half hour to get here today and I feel I

could have been far better prepared had I known, and I really did not know. But it stands to reason with what we are developing into research. Our children can't have the academic achievement they need, and I think that is a vital point that you must look at.

MR. FRANCIS: I am sure the Commission would like very much to add that if your organization, in its research, would answer those questions also that you asked of the Commission. I indeed believe that the parent, as well as others, have not had much to say, but we want that to be a part of the report. So I am asking you in turn that if you or your organization have described your views of what excellence is, of what quality education is, share them with us.

MRS. LEWIS: I would be happy to, and in return, can I ask that of the Commission; that they define this, because I would like to see what the differences are in the definitions, in the terminology, because these areas are entirely different that what the public things it to be. So I would really appreciate knowing what the Commission's definitions are.

MR. FRANCIS: We have another request from your organization. The next speaker is

Mrs. Rachel Ralya.

PUBLIC STATEMENT
BY: MRS. RACHEL RALYA

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I want to thank you, also, for the opportunity to be here today, and I did come along with Bettye. And I also think the media should notify the public a little better with information regarding these hearings. And I also lack preparation.

I appreciate professional advice that was heard today, and I agree with some and I disagree with others. I am a mother. I am also a member of the National Alliance of Families, and I am soon to be a grandmother. And I am deeply concerned about education.

My husband was in education for 20 years and he left teaching at that time; and I will tell you that he left because he would no longer lower his standards.

We began to see that we had a deep concern with what's happening to our children's education, and we began to see that the standards had changed for the nation and I also saw it locally and I saw it state wide in my research, and I saw it around the whole nation. And I had a lot of concern as do many parents across the

nation. We are investigating in a positive way and showing this concern.

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I can't say that children don't know who they are, so they have to have self courses and inquiry courses. And I believe it when they said how history as a basic is being pushed out of our curriculum and being placed in ineffective programs. In the State of Michigan, it has always been an entirely effective program. The goal never changed from cognitive education to the noneffective goals.

I can concur with everything that Bettye said. My research has the things that she talked about, and it came from contact with the high school counselors. These people have been failing for years to see that almost every child can develop basic tools for learning. And I just say that let's give these kids those tools and teach

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every colored child to read and to write well if he can read and write well. Teach him ancient history. Teach him what has happened in the world before he was born. You have got to be aware of what has happened in the world before you were born. Adults are children because they don't know what has happened in the world before they were born.

I heard people say today that we must depend upon the future and look to the future. We need to know what has happened in the world before we were born. We need to see cause and effect in order to understand what has happened today and to stop the problems of the future. How can we live with the future if we don't even know what has happened in the past?

I think graduation requirements have been neglective of American history. It wasn't always that way in Michigan. English requirements are frequently nil. It wasn't always that way. The education systems in Michigan watch the basics being pushed out of the universities and being replaced by relations programs and all kinds of things. Michigan State University was a great university. I don't know if I would send my child

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there now. I live right in that area. I watched what's going on and I watched what the legislature is doing regarding education; and they seem to be going right along with the state board in that area. And no one seems to be worrying about the problems being the teachers.

I know many fine teachers. I know many fine teachers today, and they are struggling. Many are retiring early because they have been taught to teach a certain subject matter. They want to teach that subject matter. Teachers today are being taught to change children's beliefs and attitudes, and that's unfair. When I speak about that, I will mention the value of education and say that students' values are changing.

Someone said to you, and I didn't hear the whole conversation. I don't know who said it, but someone accused schools of changing the value -- it had to do, I remember, with the value of education strategies, which are based on an extension approach to changes in behavior rather than morals. They emphasized moral relativism. They will not say things right on a extreme social issues, and they refused to tell a child anything that's right or wrong. And then they wonder why that

child acts in society as he does or in the school. Why is vandalism and violence in the schools when no one seems to want to say that anything is right or wrong.

That brings to my mind a statement by Dr. Francis Shaver, and he said something that I think was very profound, and I'd like to imprint it upon your mind. He said that if there are no standards outside of what to judge, society is absolute.

And I ask you to consider the despairs of the generations being taught to form your own values outside themselves. And I am sure some of you do. The same things are happening in the educational system. Some of the same people are involved in values here.

I have got so much to say and I am getting close to the end.

MR. FRANCIS: You are doing very well.

MRS. RALYA: I'd like to just say that there are some things that Dr. Sjogren said in his article on the three radical programs for strengthening education, and I really intend to write a testimony, and I will include it in there because it really does impress me. One of those instructional programs

should be intended in the absence of evidence of a perspectiveness in producing learning and number two, each school which is standing is probably the result of a system of public assessment in learning, and number three, each teacher should submit evidence for ideas on learning achievement of pupils in the teacher's classes.

And then he goes on to go into depth on each of those, but I think that he has been bottling those problems in education for a long time.

Again, I thank you for the time.

MR. FRANCIS: Well, if you would put whatever you wish us to consider on paper, you can rest assured that it will be given consideration. And thank you. You are as much an expert as anybody else that is here today. Thank you very much.

MR. CROSBY: I think we need to remind them that they have one month from today to get their testimony in.

MR. FRANCIS: Yes, one month from today.

And we are on schedule. We have one last speaker who has asked to make a presentation before us, and that's Austin Doherty of Alberta College.

PUBLIC STATEMENT
BY: AUSTIN DOHERTY

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Actually, I think was one of the most pervasive issues that I heard both this morning and this afternoon, and I think that's because these meetings were supposed to be on the admissions process between high school and college. The outcomes that we were most concerned about were the outcomes of secondary school.

However, I wish to speak to you for a moment about my tenure at the college level. We have defined the degrees and the terms of the outcome that we expect our students to achieve, and out of that, I wish to make just one point.

What I did not hear mentioned as much today as I would like to have heard mentioned is the question of assessment of those outcomes. When we talk about secondary schools having to set forth one of those outcomes of that education, we have focused primarily on those outcomes being basic to admission to college. But, of course, in secondary schools, there is no goal to prepare students who wish to go into the work world. So the question of outcome for secondary schools is a very complex question; but for me, the question is the

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kind of assessment that will be needed in order to ensure that those outcomes are achieved and the kind of information that was set forth here today from the different agencies and so on. I valued that very much. Nevertheless, the kind of assessment that I am talking about really includes more than the traditional sort of paper and pencil multiple choice questions that are strictly universal in the field of testing. The kind of criteria that needs to be set up to ensure that the outcome will be achieved and the kind of assessment I am talking about, for instance, is one of our goals, and I think it's a fine goal, for secondary as well as post secondary schools is the ability to speak on your feet.

Now, there is no way you can assess the student's ability to speak on his or her feet unless you engage in some kind of a performance assessment. We also make very extensive use of simulation, listening, video tape, problem assessment, size, and so on.

Now, my point is that I think that this assessment is necessary. I would like the Commission to consider this and exort them to consider what might be done to encourage more extensive

kinds of assessments. Also, that the assessments in an institution, whether it be secondary or postsecondary, in my judgment really is resigned with the fact of assisting professionals. I do not like to see the total assessment program held over to external testing agencies. There are a lot of reasons, but clearly one of them is to restore the accountability for education to the educators and what it will do. And I speak out of experience not only at my college, but also with the very extensive lab work that our college has developed, and our colleges work increasingly with secondary schools. It restores their self-confidence in education and it makes them appreciate, which is something we have learned, and will also make them appreciate the central motions and reasons as the most powerful learning tool that we have. Also, this kind of assessment that I am talking about is the assessment of shortcomings. It is about things dealing with problem solving, with problem identification and so on, one which was mentioned in many different ways here by the speakers this morning and this afternoon. This kind of assessment that I am talking about really will require us to question the fundamental reserves.

Also, I think what it will enable us to do is to build a kind of network among educators, whether at the college level or at the seconday level which is beginning already.

So that my point, I think, is to encourage the Commission to make a very special point of questions of assessment.

It is a new kind of assessment that I think, if we are going to make seriously the source of outcomes that were mentioned here at this meeting all day long by any number of speakers.

Thank you.

MR. FRANCIS: Thank you.

Are there any questions of the Commission?

(No response.)

MR. FRANCIS: Thank you very much, and we want to thank all of you for this very informative day. We have heard a range of presentations and we are grateful for all of those who have participated and for all of those who have listened as well. And I will repeat that the Commission's basic policy is to get input so that we can indeed make what will hopefully be a contribution to the education of our students.

So we will close our day with our thanks and gratefulness to all of you.

Thank you very much.

(WHEREUPON, those were all the proceedings had.)